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THE NATIONAL EDUCATION ASSOCIATION AND THE NEW WORLD ORDER

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“Now we must join with others to bring forth a new world order.” A *New World Order*. This, you will recall, is the precise term Mikhail Gorbachev used to describe his vision of the future last December at the United Nations. It’s the term that flows freely from the lips and pens of members of the Council on Foreign Relations and the Trilateral Commission. And for those who can sift through the lofty rhetoric, it’s a code word for *One World Government*.

But the quote leading off this article came from neither Gorbachev nor Henry Kissinger nor Zbigniew Brzezinski. Instead, it appeared in an article by Establishment historian Henry Steele Commager, “A Declaration of Interdependence” (interdependence—another synonym for world government), which ran in the March-April 1976 issue of the National Education Association (NEA) publication, *Today’s Education*. (cited, Sally D. Reed, *NEA: Propaganda Front of the Radical Left*, National Council for Better Education, 1984, pp. 58-59)

What, you may ask, is such a patently political piece like Commager’s doing in a journal aimed at grade school teachers? And not merely a political piece, mind you, but one expounding a position that would be opposed by the majority of Americans—parents and teachers alike. The answer is that it is simply reflecting the mindset of the NEA.

In public (or, more accurately, *government*) schools throughout the nation the New World Order (NWO) is being taught to students in a variety of guises: “globalism,” “global education,” “multicultural studies,” “new age education” and so forth. Whatever the name, argues Sally Reed, a parents’ rights advocate and critic of NEA policies, the goal is still the same: “inculcating young minds with political attitudes that are conducive to the creation of a socialist world order.” (p. 5) In 1983, columnist Russell Evans wrote: “A big wheel in the machinery of the proposed New World Order is the National Education Association...This (NWO—JKW) is an insidious global machine designed to crush our national sovereignty.” (cited, *ibid.*, p. 59)

Today’s Lesson—Power!

When we examine recent positions of the NEA, it quickly becomes clear that the Commager article, far from being an exception, is the rule. Politics is the name of their game and, the further left of center, the better. The NEA has given its seal of approval to abortion on demand, busing of children to other schools, a nuclear freeze, a national holiday for Martin Luther King, “gay rights,” “sex education” and the

Communist government in Nicaragua, while opposing tax credits or vouchers for parents opting to send their children to private schools, the Creation doctrine in science classes, laws against marijuana use, and aid to El Salvador in its fight against Communist insurgents.

Consider, too, the following NEA activities:

- It issued “Choices: A Unit in Conflict and Nuclear War,” with additional funding by the radical Union of Concerned Scientists. So one-sided was the 114-page booklet’s support for unilateral disarmament that even the liberal *Washington Post* branded it as “political indoctrination.” (cited, Reed, p. 116)

- When hosting representatives of the Soviet school system, it used the occasions to promote the lie that that nation has free unions. In 1979, NEA delegates visited the USSR and met with Soviet colleagues there. Tass, the official Soviet “news” agency, used the meeting to further bolster the same falsehood. (*ibid.*, pp. 65-66)

- Also in 1979, NEA Executive Director Terry Herdon (a self-described “left-wing Democrat”) had the group endorse a television “documentary” entitled “The Unknown War.” The series whitewashed Soviet life during the Stalin era. The *New York Times*, never to be confused for a conservative newspaper, denounced it as “soft-core propaganda” so in step with the Kremlin line that it was to “be shown unaltered” on Soviet TV. (*ibid.*, pp. 67-68)

- NEA marchers joined with the Rev. Jesse Jackson, the Communist Party of the USA (CPUSA) and other left-wingers in the 1982 Solidarity Day “Peace Demonstration” in New York City. Among those leading the way was NEA President Mary Futrell. (*ibid.*, pp. 116-17)

- There has been other camaraderie between the CPUSA and NEA. Commenting on the success of “networking” by the American bolsheviks and other radical groups, Red writer Tim Wheeler notes in *Political Affairs*, the Party’s ideological organ, that “(t)he National Education Association has contributed office space (to the CPUSA—JKW) in its headquarters building in Washington.” (*ibid.*, pp. 64-65)

It would be bad enough if the NEA limited itself to taking

stands and abetting groups that contrast so much with the sentiments of most parents. But it doesn't. It seeks the political power to assure that its radical agenda will be put into place. This is evident from its goals. The NEA, its leaders declare, must become "the most powerful lobby," "the greatest of political forces," "the foremost political power in the nation" and "a superpower of itself." (cited, Reed, pp. 40-41)

This power shouldn't be underestimated. Writes Reed: "The NEA is in control of many state legislatures, most state teacher training colleges and, for all intents and purposes, the Department of Education." (p. 4) The NEA had the muscle in 1976 to convince presidential candidate Jimmy Carter that it would support him in return for the creation of one of its cherished objectives, a cabinet-level Department of Education. "We became the first union," gloated one NEA official, "with a cabinet post of our own." (cited, *ibid*, p. 21)

And make no mistake, the 1.7 million member NEA has no intention of sharing power. Not with the smaller, less radical American Federation of Teachers (AFT), which it seeks to snuff out of existence. Not with the parents of students, whom it accuses of trying to "censor" class curriculum (of course, it's "academic freedom" when the NEA decides which books stay and which go!).

And, surprisingly enough, not even with the local teachers around the nation whose dues fill its coffers, permitting it to lavish contributions on its favorite causes and candidates. Although 40 percent of its members were registered Republicans and half of its members voted for Ronald Reagan in 1980, it endorsed Carter. (Reed, p. 51) Although a reader survey in the September 1981 issue of *Instructor* magazine found that 82 percent of teachers favor *right-to-work* laws, the NEA has succeeded in pushing through *closed shop* legislation in 16 states—and so, if you're a teacher in any of those states, you either join the NEA or look for a new line of work! (cited, *ibid*, p. 73) Although a majority of rank-and-file members may favor, say, the U.S. government aiding the Nicaraguan freedom fighters, the national NEA leadership is in no way bound to support them. How can this be? Again, to quote Sally Reed:

The NEA can bypass its members in this way because it is not set up as a democratic institution. Local elections are held but, like in the Soviet Union, they are strictly "token" elections. Locally elected representatives have no real power; virtually all of their decisions can be vetoed by the national office. (p. 45)

The members have no say in selecting the NEA's executive director who runs the union; instead, he is picked by nine people in a closed meeting. Although the president is elected, he has little real power. (*ibid*, pp. 76-77)

Then, there is the conscious effort to radicalize the teaching establishment. For this the NEA turned to the notorious leftist organizer, Saul Alinsky, for an outline of the plan. The Alinsky Report boldly states:

The building of a power base needs a leader who is initially more important than the number of people you have behind him. Among others, Martin Luther King, Ho Chi Minh and Fidel Castro suggest the wisdom of this advice. (cited, *ibid*, pp. 55-56)

The goal, he writes, is "to polarize the issue." What of the countless teachers who don't want to take part in the subversion? Alinsky's recommendation: "organize the ones who do."

Let's Spell Socialism

The history of the NEA is one that parallels certain other American organizations—a development of going from a small, basically apolitical group in its early years into a huge, powerful political one that seeks to overturn some of its nation's most basic values. That this has come about in part through Communist infiltration ought to be no surprise; more than one well-intentioned body has been misdirected in such a fashion.

Founded in 1857 as the National Teachers Association, the NEA began not as a union but as a professional association. It became the National Education Association in 1870, following a merger with two other groups, and was granted tax exemption in 1906. The possibility of infiltration up to this time cannot be totally rejected but such was not readily clear from our research.

Things began to change significantly around 1920. Dr. Gordon V. Drake, an educator who was exposing the NEA over twenty years ago, writes:

Two other teacher organizations which had a direct bearing on the development of the NEA during these years were the Progressive Education Association and the John Dewey Association. In the 1930's, both groups spearheaded a master plan to socialize America. The plan was widely publicized through the writing and lecturing of a flock of socialist-Marxist educators, affectionately called the "frontier thinkers." ...Not only thinkers but *doers* as well, they vigorously championed the New Education which would spawn the New Social Order. (*Blackboard Power—NEA Threat to America*, Christian Crusade, 1968, pp. 23-24)

Foremost among the "frontier thinkers" was John Dewey, widely hailed as "the father of progressive education." Joy Elmer Morgan, writing in the *Journal of the NEA*, states that "we have John Dewey profoundly to thank for drafting an emancipation proclamation of childhood..." (cited, Vernon P. Kaub, *Communist-Socialist Propaganda in American Schools*, revised by Dr. Donald A. Waite, Laymen's Commission of the American Council of Christian Churches, 1967, pp. 165-66)

John Dewey was a founding board member of the American Humanist Association and a signer of Humanist Manifesto I. In 1932 he proclaimed:

There is no God and there is no soul. Hence, there is no need for the props of traditional religion. With dogma and creed excluded, then immutable truth is also dead and buried. There is no room for fixed natural law or permanent moral absolutes. (cited, Rosemary Thomson, *The Price of Liberty*, Creation House, 1978, p. 31)

Dewey was associated with at least fifteen groups or publications identified by Congress as Communist fronts. (see Kaub, Appendix A, pp. 144-45) He joined five other pedagogues—including Edward A. Ross, who had ten front ties—in drafting an economic report for the January 1934 issue of *The Journal of the National Education Association* that subtly pushed for socialism in the U.S. (ibid, pp. 10, 169-170)

The following year there came an *explicit* call for it. The NEA's Yearbook of the Department of Superintendence, entitled *Social Change and Education*, contained a chapter, "A Preface to a New American Philosophy of Education," that maintained:

Confronted with a rapidly changing economy, American educators cannot serve the youth of our country by continuing to make them intellectually and emotionally loyal to many of the doctrines contained in our traditional social philosophy...

Enough data are now available...to show the general direction in which we must go. Industrialism points to national social planning. Our national ideal of social democracy (that is, socialism—JKW) requires that this planning be under collective control. Collective control cannot be made a reality in a regime of private ownership of the basic industries. Undoubtedly we can learn much from the experience of other countries, particularly Russia, but we...need not prematurely assume that collective planning and dictatorial bureaucratic regimentation of social life are necessarily correlatives. (cited, Kaub, p. 20)

The author of this essay, which can be taken as a signal for the educational community to embrace FDR's socialist New Deal, was Columbia University Professor John L. Childs. Child's four Communist front affiliations included serving as a debater for the American Friends of the Soviet Union. (Kaub, p. 141)

Also in 1935, the "N.E.A. made Willard E. Givens its Executive Secretary, and he ran the organization in that capacity for the next seventeen years." (Alan Stang, "The N.E.A.," reprint of an article from the March 1972 issue of *American Opinion*, p. 5) Perhaps he gained the post as a reward for the important report he issued the previous year to its Department of Superintendence in which he explained that "many drastic changes must be made. A dying laissez-faire must be completely destroyed and all of us, including the 'owners,' must be subjected to a large degree of social control. A large section of our discussion group maintains that the credit

agencies, the basic industries and utilities cannot be centrally planned and operated under private ownership." (cited, ibid) Givens concluded that this upheaval could be achieved by "taking them over and operating them at full capacity as a unified national system in the interest of all the people." (cited, ibid)

Of course, the NEA wasn't restricting such views to its staff. After all, the younger generation must be conditioned to fit into the collectivist way of life. One of the methods used is textbook selection and, in the years immediately following World War II, the NEA ran into one of its bitterest controversies with its enthusiastic endorsement of the *Building America* history series. Dr. Harold Rugg, author of the books, was a tireless propagandist of the pro-Communist line. In the 1930's, he had been the social studies editor for *Scholastic Magazine*. It is interesting to read what Dr. Drake has written on the subject:

Between the years 1928-1935, *Scholastic Magazine* featured articles by known Communists such as Langston Hughes. Two members of the advisory board, who were also contributing editors, were known Communists. Harold Rugg authored numerous articles eulogizing Soviet Russia and its Communist youth organizations. (p. 26. Drake bases this on findings made by the Subcommittee of the House Committee on Appropriations, 74th Congress, in 1936.)

Rugg's bibliography for *Building America* was revealing; there he referred readers, states Donzella Cross Boyle, "to works by authors listed by State and Congressional Committees as belonging to Communist-front organizations. One author often recommended in the bibliography is listed as belonging to thirty Communist-front organizations by the *Third Report of the California Senate Investigating Committee on Education*." (*American History Was My Undoing*, Education Information, 1961, pp. 23-24. Mrs. Boyle's book deserves brief mention since it chronicles the difficulties she had in finding a publisher for her earlier pro-American, anti-Communist history text, *Quest of a Hemisphere*. Editors praised her lively style and thorough research but, as one wrote back to her, "I am not sure that it is the history we should try to teach." After attempting to have it published privately, she finally was contacted by The John Birch Society, which published *Quest* in 1970. To our knowledge, the NEA never endorsed it.)

It might have been clear sailing for *Building America* if California legislators hadn't read through the books as part of a routine check to see that they were fit to assign to grade school students. They *weren't*. The legislative committee examining them remarked that, on the one hand, the books "belittle American statesmen who have been...heroes of American tradition" while, on the other, the series "glamorizes Russian statesmen" and "contain(s) purposely distorted references favoring Communism and life in Soviet Russia." (cited, Drake, p. 88) Further, in 1948 the California Fact-Finding Committee on Un-American Activities discovered

that the National Council of American-Soviet Friendship, another front group, had, as part of its "school infiltration plan," promoted the series as "excellent source material...that should be used by the teachers and professors in our educational institutions." (cited, *ibid*) California rejected *Building America*, as did other school systems, but none of the sources we consulted indicate that such was the case in *every* state, so it well may be that many children endured such indoctrination.

The Little Red Schoolhouse Revisited

As indicated earlier, the Red infiltration plan included the NEA. By now it should be clear that there was a sufficient quantity of educators of a *pinkish* tinge to allow Communists to blend in without causing alarm—and this is precisely what took place. For example, in May, 1937, *The Communist*, an official party journal, issued a directive to "arouse the teachers to class-consciousness," noting that "every care must be taken to bring together in united front actions all existing teacher organizations. Especial attention must be paid to secure such action with the American Association of University Professors, the National Education Association and the Guild. *Our Party members in these organizations must work actively toward this end.*" (cited, Stang, p. 6. Emphasis added—JKW. Referred to earlier in the quote was the American Federation of Teachers.)

Dr. Bella Dodd, a member of the Executive Committee of the CPUSA before she renounced Communism and provided valuable information to Congressional investigating committees on Red activities, was also involved in this when she was part of a party-controlled teachers' union. In *School of Darkness*, she writes:

...Before I had left the Union I had been able to lay the basis for affiliation of the Teachers Union with the NEA. In June 1944 I was assigned to speak at a meeting of more than five hundred Communist teachers and their friends at the Jefferson School on the new Communist perspectives as applied to education. I urged the Communist teachers to exercise their influence for unity on all teachers' and citizens' groups. (cited, *ibid*)

This influence has continued through the decades.

In the late 1960's, the NEA found itself again in a bit of stickiness over its reading list because of such books as *The Negro American in Paperback*, which, it claimed, was to promote "good human relations." Although a few books in the vein of Booker T. Washington's *Up From Slavery* made the list, a staggering number were penned by Communists: CPUSA National Committee members Herbert Aptheker and James E. Jackson, Jr.; Philip S. Foner, who was dismissed from his professorial post at City College in New York for being a secret Communist; "Stalin Peace Prize" winner Howard Fast; Soviet spy Victor Perlo; Langston Hughes and W. E. B. DuBois, to name a few. (See Stang, p. 8, and especially Drake, pp. 98-119 and Appendixes I and II, pp. 158-244) NEA President Braulio Alonso defended the

list as "magnificent" and deflected criticism by alluding to the Association's bylaw prohibiting Communists from joining it. This was ducking the issue, however, since, as Drake writes, "the NEA has never challenged or dismissed a teacher on these grounds..." (p. 102. Of course, now the question is moot, following the Supreme Court ruling that it is "unconstitutional" to "discriminate" against Red teachers.) Pressure on the NEA forced it to issue a revised list in 1968 but, of those mentioned above, only Aptheker, Jackson and Perlo—the high profile names—were deleted. As recently as 1981, the CPUSA's *Daily World* wrote of the NEA's national convention in these glowing terms: "Nowhere in the basic documents of NEA, in their resolutions or new business items, are there *any* anti-Soviet or anti-socialist positions." (cited, Reed, p. 118)

Then there's the matter concerning the Department of Education, pushed for so strenuously by the NEA little more than a decade ago. Back in the 1930's, William Z. Foster, a major figure in American Communism, wrote a book, *Towards a Soviet America*, in which he called for a "National Department of Education." (cited, *ibid*, p. 48) It would be easy to write this off as sheer coincidence were it not for the facts presented above—and also for a bit of detail Foster uses to explain what sort of school system he envisions under his Education Department. It will, he states, be one "revolutionized, cleansed of religious, patriotic and other features of bourgeois ideology. The students will be taught on the basis of Marxian dialectic materialism, internationalism and the general ethics of the new Socialist society." (cited, *ibid*, p. 58) While it is too soon to say that this plan has been implemented in its entirety, there is no question that religion is taboo in government schools, that patriotism is often derided (remember Dukakis and the flag pledge controversy), that a humanist system of ethics (which, if not always identical with the Marxist, is nonetheless *compatible* with it) has taken over to a large degree and that internationalism (or "globalism") has become increasingly popular in many classrooms.

The ABC's Of Globalism

The modern concept of a One World Government can be traced back more than two centuries to the Illuminati of Adam Weishaupt. At its very roots are the precepts of Freemasonry and, as we've shown in an earlier article, it was in Masonic circles that the League of Nations (the prototype of world-governing bodies) was first established. That a New World Order (which Pope Benedict XV condemned *by name*) has jointly been sought by leaders of the Masons and Communists can be seen in the bloody revolutions they've fomented together in Spain, Portugal, Mexico, France, Italy and other Catholic countries (always in the context of a larger master plan). They seek to overturn the Kingship of Our Lord Jesus Christ and replace it with the false reign of Humanity. In our time, they've been joined by new allied secret societies such as the Council on Foreign Relations and the Club of Rome.

For its part, the NEA has been vocally supportive of the New World Order for better than forty years. In 1948, it pub-

lished "Education for International Understanding in American Schools" which read in part: "The idea has become established that the preservation of international peace and order may require that force be used to compel a nation to conduct its affairs within the framework of an established world system. The most modern expression of this doctrine and collective security is the United Nations Charter." (cited, Reed, pp. 37-38) As early as 1950, the NEA circulated 1,000 UN kits to teachers to be used to help them "sell" the one-world concept to their pupils. (Drake, p. 29) Also that year the October NEA *Journal* carried a photo of a girl sewing a UN flag; the caption: "Betsy Ross—1950." (Kaub, p. 125) Two years later, the NEA chose as its executive secretary Dr. William G. Carr, who helped to launch the UN Educational, Scientific and Cultural Organization (UNESCO) and to draft its constitution during the UN's formation in San Francisco in 1946; who from 1945-1950 was a member of the U.S. Commission on UNESCO; and who was general secretary of the World Organization of the Teaching Profession. (ibid, p. 9, and Drake, p. 29) Carr, in 1957, told a UNESCO seminar of teachers that "we should, with all loyalty to the United Nations, teach that the world organization should be revised to take on some of the aspects of a system of world government and world law." (cited, Drake, p. 29) He went on to say:

...the psychological foundations for the wider loyalties that are necessary must be laid in part in the schools. I urge you, therefore, not only to teach about the United Nations as it is today, but also...to teach the attitudes which will ultimately result in the creation of world government. (cited, ibid, pp. 29-30)

Patriotic groups had already joined parents in protesting NWO activities in the schools: public outcry in 1950 had forced New York City's board of education to drop its plan to have schools with more than one flag pole fly the UN flag and, in 1953, Los Angeles' board was obliged to have schools end their Pledge to the UN that had included the words "One government of all the people." (ibid, p. 91)

This un-American curriculum hasn't changed in the decades that followed. Sally Reed tells us:

Ideas of globalism or one-worldism are still current in the NEA. As one textbook for teachers advises, "Alliance to a nation is the biggest stumbling block to creation of international government. National boundaries and the concept of Sovereignty must be abolished. The quickest way to do this is to condition the young to another and broader alliance. Opinion favorable to international government will be developed in the social studies in the elementary school." (p. 38)

So the scheme is to "condition" the young like lab animals to renounce their own country in favor of the NWO of Comrade Gorbachev.

A major step in this process is the merger of the U.S. and USSR. As far back as 1936, the NEA was setting the ground-

work here as well. Its 14th *Yearbook* of the Department of Superintendence (1936) was busy blurring the distinction between the two forms of government:

...Many Americans are certain that the Russians live under a bloody autocracy, while the Russians themselves claim that they have the best form of democracy. Obviously, just what democracy is becomes a delicate thing to define. (cited, Kaub, p. 30.) The yearbook also suggested that "Russia is rapidly evolving."

In 1942, *Americans All: Studies in Intercultural Education*, a book that the NEA cosponsored, took this a bit further by saying: "In respect to the undeniable achievements of the Soviet Union (sic—JKW), we have the task of deciding which of their social innovations can be modified to enrich a truly democratic way of life and which are utterly antagonistic to a life of freedom." (ibid, pp. 32-33) More recently, the NEA has endorsed and promoted a plan by the University of Denver's Center for Teaching International Relations (CTIR) that fosters the myth of *moral equivalency* regarding the two superpowers (that is, that the Soviet Union isn't an evil dictatorship and the U.S. isn't a historically virtuous republic, but rather that they are merely different systems with varying strengths and weaknesses). The CTIR report indicates that teachers are to "note that identical actions in both the U.S. and USSR can be seen to have similar motives" (for example, the notion that Afghanistan was the Soviet "Vietnam"—JKW) and to "discuss how the U.S. may perceive a Soviet move as very threatening while the Soviets may perceive the same move as purely defensive (for example, Russian troops in Poland—JKW). (cited, Reed, p. 7) And we may conclude safely that the NEA is fully supportive of the Reagan-Gorbachev agreement to exchange "consultants" to help shape the content of textbooks in the two nations.

U.S. Exam Day—Pass or Fail?

The NEA and the rest of the American government school apparatus have gone a long way in destroying Christian values. Do you need more evidence? *Look all around you.* The desolation of our beloved country will be complete unless the forces that are responsible for that destruction are overcome.

By all means, traditional Roman Catholics are morally bound to send their children to a thoroughly orthodox school whenever possible. But many have no such option readily available. What are they to do? They must see to it, of course, that the youngsters are well-grounded in the Church's teaching and live in a spiritually healthy environment. If able, they should consider home schooling. Beyond this, they need to work together with similarly minded non-Catholics to wrest the NEA-NWO stranglehold from the schools. They must see that their schools remain in local hands. As Sally Reed notes, the true right to determine the direction of schools belongs not to the educational establishment but to parents: "First, it is their children who are being educated. Second, they pay for the schools." It is parents who must see that their values are being transmitted.

"Teachers don't pay for education," she adds, "they are paid by it. That makes parents the boss, the teachers the employees assigned to specific functions."

Parents, assert your rights and those of your children! The time has come to take the initiative. The dangers of the anti-Christian curriculum of the NEA extend even beyond the immediate harm it will cause to America. Graver indeed is the poison it seeks to place in the souls of your offspring. Their eternal destiny—and yours—are in the balance. "Do not think that any precaution can be great enough," warned Pope Leo XIII, "in keeping the young from masters and schools whence the pestilent breath of the Masonic Society is to be feared." May God help you in this noble struggle!†

UPDATE—REDS INTERVIEW NEA PRESIDENT

Concerned parents and teachers should take note of the latest example of NEA collaboration with the Communist Party USA. On November 17, 1988, the *People's Daily World*, official newspaper of the Party, carried an exclusive two-page interview with NEA President Mary Futrell. She called a 1987 trip to the Soviet Union by NEA delegates "very positive" and went on to say that the NEA "will be inviting the Soviets to visit us." This further confirms why the Reds have praised the NEA as a "militant fighter" and a "bona fide, progressive union."

Pray the Rosary Daily

THAT PRO-COMMUNIST CONCILIAR CHURCH

Examples can be multiplied almost endlessly of "how bad things are" in the Conciliar Church. Eventually, however, citing such examples can become rather monotonous and so an effort is being made more and more to refrain from doing so in the pages of this newsletter. Because Communism is so directly involved in the following item, though, it would seem to be worth a few lines.

Anne Braden is an identified Communist. Both she and her husband, Carl (also a Communist), were notorious for their activities on behalf of the Communist Party in the 1950's and 1960's. Both of them too, it should be noted, were closely associated with Martin Luther King, Jr. Now the story recently appeared in the news that Communist Anne Braden is to be honored. That, of course, is not news because the Reds often pay homage to their own. What makes this particular event worth mentioning at all is that the conferrer of the honor upon Communist Braden (perhaps already taken place by the time this article

appears) will be the Peace and Justice Commission of Archbishop Thomas Kelly, O.P., of Louisville, Kentucky. That Commission will bestow one of its 1989 awards upon a woman who, as a member of the Communist Party, has worked long and hard to do her part to destroy both the Roman Catholic Church and the USA.

In 1937, Pope Pius XI stated: "Communism is intrinsically evil and no one who would save Christian civilization may collaborate with it in any undertaking whatsoever." That statement is every bit as true today as it was 52 years ago but it obviously means nothing to Archbishop Kelly of the Conciliar Church. Indeed, he ignores it with a vengeance in paying honor, through his Peace and Justice Commission, to Communist Anne Braden.

Even for the Conciliar Church, honoring one whose allegiance is to atheistic Communism must be a new low!

THE CONQUEST OF AMERICA FROM WITHIN

Fr. Francis E. Fenton

Every once in a while the thought occurs to me that I should write a cheerful or optimistic article in this newsletter on some aspect of the national situation or current events. Whatever else it might accomplish, it would at least, I figure, be good for the morale of the readership. But such an article never materializes for the simple reason that I see or know nothing of substance about which I could honestly write even a few encouraging lines or paragraphs. If there is a bright spot anywhere this side of Heaven, if there is some situation or development anywhere which offers sound reason for hope—I assuredly am not aware of it.

“America will never be conquered from without but from within.” (Abraham Lincoln) “We will not have to attack. It will fall like overripe fruit into our hands.” (Lenin) These statements, usually attributed to Lincoln and Lenin, indicate the more likely manner in which the conquest of the USA would be accomplished, not by direct military invasion but by a process of boring or destruction from within. After all, why should the Reds bring about the overthrow of the USA militarily when the same objective can be achieved otherwise while leaving this country more or less physically intact?

And how is this nonmilitary conquest of America being realized—and already far advanced? Primarily, I submit, in three ways: moral corruption, Communist infiltration and American betrayal.

(1) It is said that, in the course of history, 19 civilizations have eventually collapsed as a consequence of prolonged and rampant indulgence by a substantial number of the population in immorality of every conceivable kind. One wonders how much further down the road and how much time remains before a similar collapse becomes a most tragic reality for our civilization in general and for the USA in particular. The overwhelming rejection of the sovereignty of God and the brazen disregard or denial of His eternal law on the part of multitudes of Americans—this is so common a feature on the American scene today in one form or another that it appears at times next to impossible to escape its pernicious influence. Seemingly, nothing is sacred, virtue and morality and principle and character are concepts of a bygone era, anything goes—and the devil is in the driver's seat. But just as surely as death follows life, a day of reckoning is on its way for God will not be endlessly mocked with impunity.

One of the several evil consequences of immorality is a weakening of the will, especially so if it involves a habitual sin and, perhaps most especially, if it be habitual *sexual* immorality. The more an individual, for example, engages in a particular form of illicit sexual activity, the more that person becomes addicted to it and so the more easily he falls again. In other words, his will to resist becomes progressively weaker with each repetition of the particular immoral practice—and, if such indulgence continues uncurbed, the individual's will

power in relation to the immoral act in question is eventually neutralized. While the example of sexual immorality, because of its nature and because it is today so rampant and so utterly gross in this country, is probably the best here, other examples of the extreme moral decadence of our nation can readily be cited to make the same point: abortion, drugs, dishonesty, etc. And the point is: how can America survive when multitudes of its citizens are immersed on so vast a scale in such depths of moral corruption as is currently the situation on the American scene? How can a people, so indifferent to the moral law of God and so absorbed in the pursuit of sensual pleasure and power and things material and self-interest, have the will (much less the stamina) to resist the atheistic, militant and utterly ruthless enemy of Communism which is hell-bent at all cost to conquer and to enslave the USA? The simple but stark fact is that they will not have that will to resist because it will have been neutralized or killed by the poison of moral corruption with which America is so deeply and extensively contaminated—with the result that vast numbers of its population will prefer to live in slavery in the New World Order rather than to die in testimony to God and in defense of freedom.

(2) And then there is the destruction of America from within which is being accomplished by way of Communist infiltration and subversion. The Lord alone knows how many Communists there are in this country at the present time but their number is substantial and ever increasing, to say nothing of the far, far greater number of their dupes and fellow travelers who are aiding and abetting the Red cause in one way or another. Through the United Nations, cultural exchanges, trade and diplomatic and military delegations, illegal entry, etc., the USA is today being infiltrated and subverted by Communist agents and spies to a degree far beyond any previous activity of this nature. (It is estimated, incidentally, that there may be as many as 20 million *illegal* aliens presently residing in this country. One would be very naive to suppose that among that vast number there are no hard-core Reds who have illegally entered the USA over our now largely uncontrolled borders.) And so, while the American taxpayer pays billions of dollars a year to build and maintain a military defense against Communism, countless dedicated agents of that criminal conspiracy are incessantly at work to bring down this country from within—and the vast majority of the American people haven't the foggiest notion of all this, much less of the gruesome future in store for them if this country goes under.

(3) The third major factor contributing to the nonmilitary conquest of the USA is its betrayal by those who are supposedly on the side of America and the free world. While this betrayal is manifest in many areas (business, education, the media, the Churches), it is especially so—and especially ruinous—in the area of the American government where pro-Communism is now pretty much the order of the day.

While posing as patriotic Americans—and occasionally backing up that pose with appropriate rhetoric—those who are in key positions of political power and influence in the American government are *not* (with precious few exceptions) committed to the survival and welfare of this country but are, in fact, working towards its destruction and eventual merger with the “evil empire” of Communism. The ultimate objective is a One World atheistic government in which the USA is nonexistent and wherein those who refuse to go along are either enslaved or liquidated—and it is towards that goal that the American government is perfidiously leading this nation in myriad ways. In a word, the USA is being sold out by its so-called political leaders in the highest levels of government—and that sellout is ever more open and brazen. The word for it is treason.

Moral corruption, Communist infiltration and American betrayal—these are the three major factors contributing to the conquest of this nation from within. Nor is there any solid indication at present of any slackening of progress in the incalculable destruction they are inflicting upon America. If there were any such indication, that in itself would be reason for at least some guarded optimism. But the contrary is the case. Moral corruption continues to increase, Communist infiltration becomes ever easier to carry out and treason is now “respectable.” How long more will it be before this nation reaches the point of no return—or has that point already been reached? Because I have complete trust in the wisdom and goodness and mercy of God, I refuse to lose heart and to despair but, from a human perspective, I take a very dim view indeed of the not-so-distant future in relation to the survival of the USA and what’s left of the free world. †

AND ONCE AGAIN

In the June 1, 1988 issue of this newsletter I made an appeal for funds, explaining briefly therein my reason for doing so. The result was a disappointing one, with only about seven percent of the readership responding. My comments on that appeared in the September 1, 1988 issue. But, as the saying goes, “if at first you don’t succeed, try, try again.” And so I did in the newsletter issue (March 1, 1988) immediately preceding this one. My approach this time was by way of a pledge form. Again, the response has been disappointing, very much so. As of this writing, some four weeks have elapsed since 877 copies of the March 1 issue were mailed and only 15 monthly pledges, totaling \$285.00, have been received. While a number of subscribers do contribute either regularly or occasionally, several hundred (the vast majority) do not make any contribution—and it was to them that the monthly pledge request was directed. To repeat, 15 pledges were received—a *two percent* response to my appeal.

This I do not understand. We get so many, many letters which commend *The Athanasian* in the highest terms and yet, when I ask for some financial assistance sufficient to cover our TCA and newsletter expenses, the response I receive is, well, quite dismal. If *The Athanasian* is (to mention some of the adjectives used to describe it in the mail we receive) so “great” and “fine” and “excellent” and even “superb,” why has the response been so pathetically poor to my fund appeals last year and this year? I do not know.

— Fr. F. Fenton

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The date on the envelope address label indicates the month and year in which the recipient’s subscription is due for renewal. At the proper time, a subscription envelope will be enclosed with the newsletter. One may enter a new subscription at any time, of course, and will then receive the eight following newsletter issues. †

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