

# **THE PSYCHOPATHIC SOCIETY #4:** **THE REVENGE OF THE “C MINUS” STUDENTS!** **alexis dolgorukii © 1997**

One of the most tragic and destructive side-effects of the loss of touch with reality so typical of the society in the United States has been the nearly complete destruction of intellectual excellence. This results from the most destructive aspect in all so-called democratic society, and that is egalitarianism. Its principle result has been the enshrinement of mediocrity and the devaluation of excellence.

Just as wine or soup is destroyed in quality by too much dilution, so too is education. What has happened is the intellectual equivalent of Economics' "Bad money drives out good", and what we have as a result, is that our Academic Establishments, as well as our so-called "Intellectual Establishments", and worst of all, the various public media and entertainment media, are now dominated by the kind of people whose intellectual achievements would place them in the lowest categories of a student body in any institution run with excellence as a goal.

In fact the public entertainment media, in movies such as "Forrest Gump", glorify, not the "c-minus" student, but the "f" student, the truly intellectually disadvantaged person. They make it appear as if this is a most desirable state to be in. It is not!

Our inept, and incompetent, and vicious society, as it flounders into oblivion today, is what I have called the "revenge of the c-minus students". I say this because in my view, the people who are teaching today, no matter what their grades were, **SHOULD** have been "C-" students in a reasonable system of education, and what's worse; many of them are College Professors with irrelevant and meaningless "Doctorates". This then, is what I mean by "revenge". It all started with a really marvelous ideal. That ideal was that anyone who had the potential to be benefited by, and demonstrated the capacity to be capable of, a University Education, should be able to receive one, whether or not their parents could afford it.

That ideal was warped and perverted into the insane notion that "everyone" should have a University Education. That ideal was warped and perverted into the even more insane notion that every one had the "right" to a University education whether or not they were intellectually qualified to gain from it. In response, the standards of the Universities were lowered to suit the most common denominator of their student bodies. Gary Trudeau's "Walden College" is not really that much of an exaggeration.

That perverted version diluted the mix so badly that a University Education in our times doesn't guarantee literacy. The primary purpose of education is to teach people how to think independently, the secondary purpose is to provide a mutual data-base shared by all cultured people. In The U.S.A. today the average "hard disk" is utterly empty!

That totally inexcusable situation does nothing at all for the student who fits the “lowest common denominator” description, they, after all, are probably not going to find the kind of jobs they have been encouraged to think are owed to them. But that same situation is a total disaster for the kind of student who could have benefited from a quality education. Any society which not simply neglects their most fitted individuals but places almost insurmountable obstacles in their path, in order to be free to cater to their least fitted individuals is on the “slippery slope” to self-destruction.

One of the most egregious symptoms of this urge to commit societal suicide is the currently politically correct notion in the educational establishment of the United States that it is somehow unfair to “track” young people in Grammar and Secondary Schools so that one can know which students are receiving the most benefit from their education, and who therefore show the most potential so they can be nurtured and helped onwards. “Tracking” which is a supremely logical activity, is somehow deemed to disincentive the less intellectually advantaged student. It is also for some unknowable and un-provable reason deemed to be racist. Of course, “tracking” is seen as “elitist” but then in egalitarian terms everything that acknowledges basic intra-human differentiation is “elitist”. Any group, or society, which abandons its best and brightest along the wayside, is doomed.

It is positively criminal to incarcerate a young person with an I.Q. of around 150 in a class where the majority of students have I.Q.s hovering around the 100 mark. It is even more criminal to put a young person with an I.Q. in the genius level in a classroom with a teacher whose I.Q. is hovering around the 100 mark. But, that is what we have today. A society who does not value teachers, and pays them insignificant salaries, gets the kind of teachers it deserves. As to the bright student, all too frequently they are bored, frustrated, and angry at the situation and “drop out” and end up doing drugs in doorways or in prison; while the education system becomes a haven for the intellectually disadvantaged.

I have, under one name or another, been involved in the civil rights movement in the United States for well over 40 years. I am presently horrified to learn that the battle for equal rights for all citizens has resulted in a total miscomprehension of that battle; a deadly misunderstanding that has slowly eroded the liberties and freedoms of all people in the name of “equality”. Every single human being has the right to demand absolute equality before and under the law. To deny this is to deny the humanity of all people. But, it is an equal denial of the humanity of all people to claim that they are all equal in either potential or value to society. This is catastrophic for the people of any country where this occurs.

This is an essay, and perforce, not very long. I could, and perhaps should, write an entire book on this subject. And perhaps I will. But for now I just want to touch lightly on what I perceive as the most egregious examples of our problem.

The most important problem is the clear and undeniable fact that illiteracy dooms democracy! The criteria for a democratic society are all based on the premise that the society has an educated, literate, comprehending, participatory electorate. The United States has none of these today. The destruction of our Democratic Society will be the end

product of “the revenge of the c-minus students”. Today 25% of the American public is functionally illiterate. That statistic dooms the substance of Democracy.

Oh Democratic forms will remain, they did so in Nazi Germany and The Soviet Union, they even continue to do so in the Mullah’s Iran, but forms or no forms, Democracy will no longer exist. In fact, in any country where a majority of voters do not vote, the only thing that exists is the illusion of Democracy not the substance of it. And that is true of the United States of America in our times. In the Presidential Election of 1996 far less than half of the electors eligible to vote did so, that means that we do not, at present, have a representative government, which is, after all, what Democracy is all about.

The educational establishment is the primary guilty party in this devolution of intelligence. The Cause? Well as I am slowly but surely finding out, the “cause” is a world-view or philosophy that is inimical to human freedom and to human evolutionary progress. No, in spite of my obvious antipathy towards religion, I am not going to accuse the “usual suspect” in this instance. No, the problem now is with a set of philosophies, which, given the widespread ignorance and illiteracy in our society almost no one has ever heard of.

They are: “Existentialism”, “Structuralism”, “Relativism”, and “Deconstructionism”, and they, and I consider them to be a unitary philosophy (i.e. the one leads inevitably to the next), are among the most destructive of any social philosophies ever engendered. Taken to their logical conclusion these dogmatic perceptions have only one possible result, by destroying values and priorities and, at the same time, making the possibility of intelligent communication impossible they will destroy all the foundation and basic premises that make amicable human social intercourse possible. I cannot fathom the motivations that could possibly produce such destructive social theories, but we can possibly get an idea where they are “coming from” if we know the sources.

“Existentialism” was the philosophical creation of Jean Paul Sartre, who was an exponent of the extreme left, and until late in his life, a Stalinist. His mistress, the deservedly noted writer Simone de Beauvoire, was also the mistress of Martin Heidegger who was the principle theorist of Nazi Germany.

The founder of “structuralism”, and indirectly of “deconstructionism”, was Jacques Derrida who was a student or disciple of Martin Heidegger. I don’t know about you, but as far as I am concerned any philosophy that grows out of totalitarian roots such as these can hardly be accepted as potentially beneficial to the human race. How may we judge a philosophy that arises out of such as Sartre, who spent a good part of his life applauding the excesses of Joseph Stalin and the last years of his life as an apologist for those excesses? Or an idea such as structuralism-deconstructionism, which was essentially originated by Heidegger who was, along with Nietzsche, the inspirer of Hitler’s excesses?

The philosophy of Jacques Derrida was principally fostered in America by a Professor at Princeton University named Paul de Man, whose own record doesn’t smell any too good. He was an official of the Nazi collaborationist Government of Field Marshal Petain, the so-

called “Vichy Government”. Most of the members of this government were shot as collaborators after the war; unfortunately they seemed to have missed Dr. de Man.

All of the problems rendering education in the United States so totally ineffectual today can be traced to these philosophical points-of-view. In fact I probably shouldn't have said ineffectual, because our education system is quite effectively destructive. As anyone who looks at “The Journal of Science and Spirit” is fully aware, it is my perception that “the more you know the harder it is to lie to you”. Our educational system is producing people who are very easy to lie to because they possess no data base with which to compare what they're being told with what they know to be true.

That is why, when the head of the “Black Studies Department” at Harvard asserts on National Television that Socrates was a “Black Man”; no one has the intellectual ammunition with which to refute this egregious nonsense. The same is true of his assertion that Cleopatra, Queen of Egypt, was “Black”. To anyone possessing more than a rudimentary data base there are an infinitude of valid reasons to state that these assertions are utter nonsense. But, not enough people have the data-base to enable them to effectively counter these absurdities, and most of the few that do are totally intimidated by the fear of being falsely labeled “racists”.

No one should ever be intimidated by falsehoods. In fact, no one should ever allow themselves to be intimidated into saying anything other than what they believe for any reason.

Nowhere does The United States of America reveal its intrinsic psychopathic nature more clearly than in the educational system which is so terribly symptomatic of a complete divorce from reality.