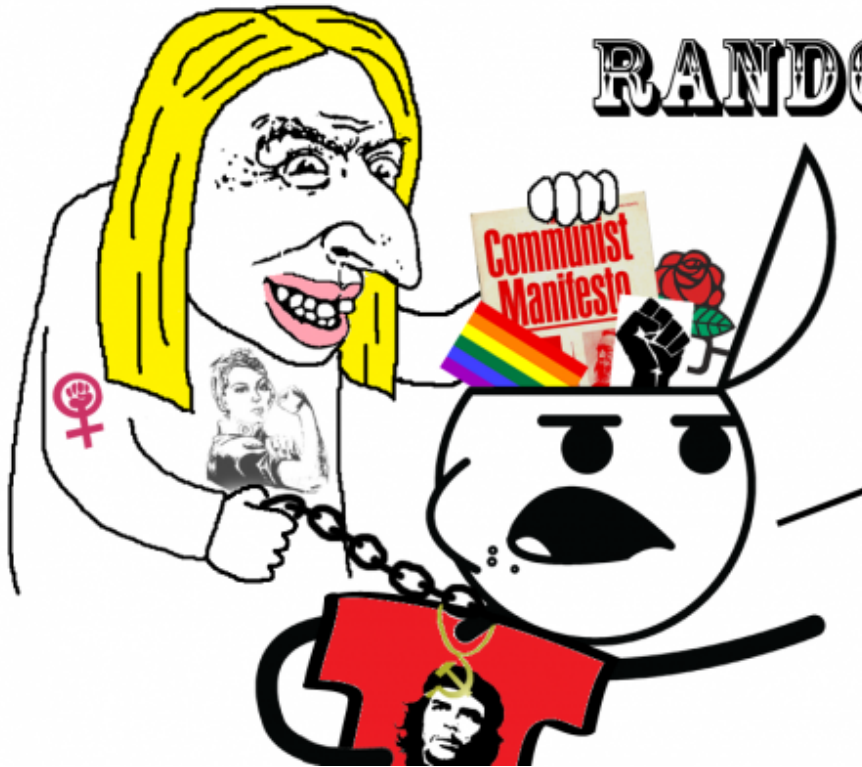


Teacher

MEANWHILE, AT A RANDOM UNIVERSITY



I HATE Nazis, THEY
CAN'T THINK FOR THEMSELVES!!!
THEY'RE JUST BRAINWASHED
SHEEPS WHO FOLLOW racist
DOGMAS AND DO EVERYTHING
THEIR SHEPHERDS COMMAND!!!
THEY'RE ALSO INSENSITIVE,
anti-semites, MISOGYNES, BIGOTS,
HOMOPHOBICS, FASCISTS AND
SHOULD ALL BE JAILED!!!

The Dangers of Ed-jew-cation

[November 9, 2018 Quintus Sertorius 1 Comment](#)

If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be. – Thomas Jefferson, letter to Charles Yancey, 1816.

A people ignorant of their own heritage are doomed to be a servile people. Shorn of a deeper connection to their past, an ignorant people will likewise lose any responsibility for the future and will quickly devolve into pathetic sub-humanism, actuated only by base animalistic urges, lurid escapist fantasy, and instant gratification. Such a people are incapable of great achievements, and quickly become incompetent even with respect to their own self-interest. Ultimately, the continued existence of an ignorant people will be subservient to the whims of those who hold proudly to their history, the accomplishments of their forebears, and their culture. It is for these reasons that the jews have so thoroughly infested the academic institutions of White nations.

Whenever the people are well informed, they can be trusted with their own government; that whenever things get so far wrong as to attract their notice, they may be relied on to set them to rights. – Thomas Jefferson, letter to Richard Price, 1789.

The jews have subverted the process of learning throughout White societies, and they perniciously attempt to make it as difficult as possible for individuals to learn by banning the distribution of books, attempting to censor the internet, and foreclosing conversation or debate on topics that do not meet with Hebraic approval. The depredations of the jews have turned our schools into ill-conceived multi-racial anthropology experiments that resemble something between a circus and a prison. Two generations ago, Revilo P. Oliver decried the fact that our schools no longer provided an education, but instead merely provided training – sadly our jew-controlled schools have reached yet another low. They disguise propaganda as knowledge, and inculcate a deleterious egotism in the student-victims, so that they react with moronic anger or arrogant disdain when confronted with the fact that there could be knowledge beyond their ken. The broad base of practical and

theoretical knowledge that once nurtured the capacity for creativity unique to the White race is conspicuously absent from today's thoroughly jew-infested educational institutions. Modern curriculums are surreptitiously designed and executed by jews to stifle the intellectual curiosity, the spirit of exploration, and the drive for self-improvement – all traits found in greater degrees among the White race, and sometimes called the “Faustian spirit” that propels us to the forefront of innovation and true human progress. Instead of developing the discipline and skills to support autodidacticism, the current kosher curriculums demand hyper-specialization which paradoxically encourages a narcissism of intellect, while at the same time instilling a mentality of helplessness in the immeasurably large areas of life outside the narrow field of hyper-specialization. This process produces automatons well suited to work that is, in reality, menial and unthinking but hidden behind byzantine complexity; a complexity that exists in large part to disguise the fact that the work is meaningless drudgery.

Our plague of jewish-trained over-specialized “experts” believe themselves to be at the pinnacle of human brilliance because they can stolidly recite sections of a corporate human resources policy, or follow the instructions for using a JavaScript library. Meanwhile, the very existence of real knowledge and true learning becomes forgotten. In their absence, formerly prosperous White societies coarsen and decay as hedonism and degeneracy supplant the rigor and self-respect needed for creativity to blossom. True enlightenment becomes unattainable – as has long been the plan of our implacable racial enemies, the jews.

We have got our hands into the administration of the law, into the conduct of elections, into the press, into liberty of the person, but principally into education and training as being the cornerstones of a free existence. We have fooled, bemused and corrupted the youth of the goyim by rearing them in principles and theories which are known to us to be false although it is by us that they have been inculcated.” – Protocols of the Learned Elders of Zion, Protocol. No. 9.

What, precisely, can one expect to find in the brainwashing centers formerly known as schools? One need not look far for examples that make plain the insidious jewish role in subverting our educational institutions. Recently, the University of San Francisco began offering a class called “[Black-Jewish Relations](#).” Taught by a low-functioning jewess and a living fossil whose credentials include four years in prison for seven drug and weapons convictions, student-victims can shackle themselves with debt in order to hear Yiddish poems about “Whiteness,” and share their “personal recollections of prejudice and discrimination.” Needless to say, in the California failed-state the classroom is packed with a sullen mob of opportunistic Asian termites and Mestizo scavengers, and even an Israeli zookeeper likely wondering when this pack of feral non-Whites will be sufficiently trained to release into unsuspecting, apathetic White communities.

We will establish show institutions which will give eloquent proof of their benefit to progress. We shall assume to ourselves the liberal physiognomy of all parties, of all directions, and we shall give that physiognomy a voice in orators who will speak so much that they will exhaust the patience of their hearers and produce an abhorrence of oratory. In order to put public opinion into our hands we must bring it to a state of bewilderment by giving expression from all sides to so many contradictory opinions and for such length of time as will suffice to make the goyim lose their heads in the labyrinth and come to see that the best thing is to have no opinion of any kind in matters political...” – Protocols of the Learned Elders of Zion, Protocol No. 5.

The institutions that once formed the foundation of our White societies, and once existed for the benefit and advancement of White nations, have been corrupted by kosher connivance into the very tools being used to eradicate us from our homelands. Nowhere is this more evident than in our schools. The most vulnerable members of the White race, our children, are offered up as free-range victims for the violence of the dangerous, civilizationally incompatible sub-human sewage that floods our schools in the name of “diversity.” Education has degenerated into a system of indoctrination promoting jewish aggrandizement and White hatred. It consumes the most impressionable, idealistically-driven, and energetic years of our youth; it cannot be foolishly entrusted to the rabidly anti-White jews, no matter how disingenuously they pretend to be educational “experts.” The only fields of jewish expertise are usury, lying, and White genocide. It is our responsibility to protect the future of our race from these toxic, Judaic influences. We must constantly prepare ourselves so that we are able to counteract the jewish malignancies that have turned education into a weapon that destroys White minds and enervates White souls. We must not allow our children to be saturated in the jewish promotion of degeneracy, deviancy, and miscegenation for twelve years in what are ostensibly called schools. We must stop the jewish-orchestrated White genocide.

