

PARENTS SHOULD OPPOSE 'HOLOCAUST EDUCATION'

BY PHILIP E. GLIDDEN, PH.D.

Despite a growing nationwide push for "Holocaust education," a veteran American educator has concluded that Holocaust education in the public schools is destructive social programming of the worst sort, is injurious to students, and has no place in American society.

Public school children are being required by law to study religiously biased Holocaust material in the states of Illinois, California and Florida. Most other states have been targeted for the imposition of similar instruction. Educational laws relating to the Jewish genocide—or Holocaust—are being obtruded into public school systems under the sponsorship of Jewish legislators and advocacy organizations.

Such religiously-weighted incursions into public school education are unprecedented in the United States and reflect an abnormal trend toward providing favoritism to the Jewish minority at the cost of forcing an inappropriate burden on school children.

The Holocaust laws appear to represent an imposition on society by a highly motivated religious group, comprising perhaps five percent of the population, which is intent to have a sense of speciality about the Holocaust taught to public school children for its own political gain.

The ease with which Jewish advocates of such laws have been able to overcome the normal propensity of society to prevent religion from mixing with public education appears to be due primarily to the ability of such groups to "trade" on the guilt and shame ingrained in society as a result of the Jewish genocide. There is also the great reluctance of non-Jewish legislators and others in public office to risk their positions and reputations by opposing Jewish interests and thereby incurring their ire and the risk of being branded as "anti-Semites." Terms such as "anti-Semitism" and "Holocaust denial"



These are not Jewish Holocaust victims. They are Christian and Muslim Palestinian Arabs butchered by Israeli-backed Lebanese Falangists with the knowledge and complicity of the Israeli Defense Forces at the Sabra and Chatilla refugee camps in Lebanon on September 16-18, 1982. Israel and its advocates try to distract world attention from Israel's misdeeds by constantly talking about "The Holocaust" and the suffering of the Jewish people.

have been used with devastating effect in countering opposition to Jewish interests.

What is distinctly wrong with teaching Holocaust studies in the public schools is the implication that another Holocaust

could occur at all, and in particular in the United States. Certainly in the view of most citizens, America is not like Nazi Germany. Therefore the implication that children in our public schools need to be

details of the death camps and crematories has created unnecessary trauma in the psyches of the children, this should be sufficient grounds for discontinuing the programs. Parents should be advised of their children's reactions and have a voice in whether or not the programs should be terminated. Under no circumstances should school psychologists or people associated with the school systems be allowed to have the final determination in such a situation.

The Jewish community has striven in every way possible to make criticism of themselves and their religion anathema by using "anti-Semitism" and "Holocaust denial" as defense mechanisms. To accord self-serving religious groups the right to condition public school students with Holocaust education or to allow similar projects in the schools portends an unfortunate subversion of traditional rights that will lead to the suppression of freedom and the right of free speech. ♦

FOOTNOTES

- ¹ Bergmann, Martin S. & Milton E. Jacovy, *Generations of the Holocaust*, Basic Books, Inc., New York, 1982, pp. 86, 94.
- ² *Ibid.*, pp. 46-47.
- ³ *Ibid.*, pp. 19, 231.
- ⁴ *Ibid.*, pp. 280-283.
- ⁵ Laub, Dori and Nanette C. Auerhahn, "Ereberations of Genocide: Its Expression in the Conscious and Unconscious of Post-Holocaust Generations," in *Psychanalytic Reflections on the Holocaust*, Steven A. Lucl and Paul Marcus, eds. Holocaust Awareness Institute, Center for Judaic Studies, University of Denver and Ktav Publishing House, Inc., New York, 1984, pp. 162-163.

Philip E. Glidden, Ph.D., is a graduate of Bowdoin College and Boston University. He has worked in field geology in Canada and the United States, and taught geology, geography and related subjects for six years in public schools and colleges. His interest in the subject of holocaust education came when, in his current home state of Florida, pressure from Jewish groups resulted in the state passing legislation requiring the study of the Holocaust in the state's public schools. Glidden filed suit in the Leon County, Florida Circuit Court in July of 1997 against the Florida state commissioner of education and two members of the commissioner's "task force on holocaust education" in an effort to put a stop to the plan. In his book Trading on Guilt: Holocaust Education in the Public Schools—from which this article is excerpted—Glidden describes his efforts and analyzes the impact of Holocaust education and its ramifications for American society.

DOES SCIENCE EXPLAIN THE RECURRING PHENOMENON OF FALSE 'HOLOCAUST MEMORY'?

On August 13, 2000, *The Washington Times* published the following item credited to the Scripps Howard News Service. It deals with what has been called "mass hysteria" but which is now clinically termed "mass psychogenic illness."

Careful, objective readers will find amazing parallels between what is described in this article and the phenomenon wherein numerous World War II concentration camp survivors have described events that simply never happened and things that they couldn't have seen, and yet firmly believe in their own minds that they did indeed witness.

Revisionist researchers are now just beginning to examine the likelihood that mass psychogenic illness may indeed be an explanation for the often quite hysterical stories told by survivors. The news item follows:

The teacher notices a gasoline-like odor in her classroom and develops a headache, nausea, shortness of breath and dizziness. Several students in the room have similar symptoms. As they run into the hallway, talking about "poison gas," other students fall ill. Fire alarms sound to evacuate the school, firefighters and emergency rescue personnel from three counties race toward the school. Eventually, the outbreak sends 100 students and school staffers to the hospital emergency room.

Outbreak of what? A toxic chemical in the air? Poison gas? A bioterrorism weapon? A new, highly contagious virus? Try contagious fear. It once was termed "mass hysteria" or "hysterical contagion." The preferred medical term now is "mass psychogenic illness."

The incident described above really happened, in 1998, at Warren County High School in McMinnville, Tennessee. An investigation by the U.S. Centers for Disease Control and Prevention, completed earlier this year, identified mass psychogenic illness as the cause.

Mass psychogenic illness involves symptoms like those of real diseases and occurs in people with shared beliefs about the cause. The people often believe they have become ill from some external factor, such as a toxic agent in the environment. Nevertheless, the cause is anxiety about toxic exposure rather than real exposure.

Outbreaks affect girls and women more often than boys and men. Incidents often begin when one person notes an unusual odor and experiences symptoms such as nausea, difficulty breathing, lightheadedness, hyperventilation and fainting. Symptoms spread quickly to other people nearby who see the victim.

The spreading occurs in a strange way. Some nearby become ill, while others presumably exposed to the same toxic agent remain perfectly healthy. No cause for the illness is apparently immediately. Victims show no abnormalities in blood pressure, heart function or other physical changes that could be responsible.

Outbreaks of mass psychogenic illness have occurred for centuries. Remember the Salem, Mass. witchcraft trials in 1692? Some experts believe mass hysteria may have been a factor in the strange behavior of young girls that led to the arrest of 150 people and execution of 19. Remember the mass hysteria created in 1938 by Orson Welles, whose radio broadcast of "War of the Worlds" resulted in national panic about a Martian invasion?

Outbreaks of mass psychogenic illness may become more common, says the CDC's Dr. Timothy Jones, who headed the Warren County High School investigation.

Public fear is growing about new epidemic diseases, terrorism, violent outbreaks in schools and workplaces, and toxic substances in the environment. Mass psychogenic illness often occurs against a background of that kind of nameless, faceless anxiety.

In a report in the *New England Journal of Medicine*, Dr. Jones urged the public, physicians and emergency personnel to be more aware that mass psychogenic illness can cause such outbreaks. Such awareness, he said, can help local officials decide on an appropriate response to incidents and an appropriate investigation. The Tennessee investigation involved 12 government agencies, eight laboratories and seven private consulting firms in addition to police and emergency and environmental health personnel. ♦