

# 'Snow Is Black' Syndrome Taught In Our Schools



By Anita Hoge

December 12, 2023

How do you create equity and diversity in the classroom? Family background, age, religion, beliefs, values, character, personality, IQ, biology, and multiple arenas of experiences make each child unique...but not in the eyes of DEI, diversity, equity, and inclusion. It is unconscionable thinking to make children equal but the wheels keep grinding forward. Realize, it's not equality in opportunity that is the charge. It is the child who will be mashed into a mold to be forced to think the same.

The whole child must serve the democracy of sameness. When social and emotional learning interventions are implemented how do teachers decide which emotion or value will be targeted? And how do teachers pick which intervention to use to change a specific value? They don't. It's a blanket of psychological manipulations. Hopefully, parents are beginning to realize that social and emotional learning is social engineering and the goal is to create controversy in a child's belief and value system. Emotion regulation means to dissolve your child's emotions, not one particular one, all of them. A child cannot say he hates strawberry ice cream because that would be discrimination or racist. So now Johnny cannot have an opinion or value judgement about the weather. If it's cold to him, it might not be cold to others. The teacher asks for other opinions. He would worry that he would be wrong. Others

may condemn him. He refuses to speak. Others shame him. The group surrounds him. The group shouts him down. His will is broken. The group is awesome. Peer pressure dominates. Snow is black.

When children were pressured in a federally funded Kohlbergian moral growth project to determine if Hitler was bad, Lisa was afraid to answer because of someone criticizing her for her answer. The concept is universal values. The teacher's Socratic questioning remarked, "was Hitler bad or whether he was wrong?" (Source: "Promoting Moral Growth from Piaget to Kohlberg," Hersh, Paolitto, Reimer; (page 189) This technique is called, cognitive conflict or cognitive dissonance, or creating a conflict in what the student believes:

The student replied,

*Lisa: "The only thing -I can tell you I'm really confused because, since this class I've had to consider an awful lot more than I ever would. And I'm so confused as to what is really right and what is really wrong. I feel like in a sense that I know so little about what is right and what's wrong that I can't say that Hitler was even bad. Or that we have a right to our own lives. I don't know."*

*Teacher: "One thing, we are making a distinction between whether Hitler was bad or whether he was wrong."*

*Lisa: "I don't really know whether he was wrong. Just because I don't want to say anything definite. I'm afraid of, somebody could prove me wrong in a different way."*

"Thinking skills" are twisted to impose a new way of thinking

by using critical race theory to create a new kind of prejudice where the oppressor is the victim. Even in kindergarten classes this technique is used to turn the tables in the *Three Little Pigs* story where the wolf is the victim because he likes pork.

A behavior changing activity reported some years ago included roll playing where the student had to write a persuasive essay as the individual in the first-person to argue that the Germans were the victims during the holocaust.

**“Think like a Nazi.”** (Source: [Think Like A Nazi](#))

*This following activity was news worthy of a value changing technique: “Students in Albany High School English classes were asked this week as part of a persuasive writing assignment to make an abhorrent argument: “You must argue that Jews are evil, and use solid rationale from government propaganda to convince me of your loyalty to the Third Reich!”*

*Students were asked to watch and read Nazi propaganda, then pretend their teacher was a Nazi government official who needed to be convinced of their loyalty. In five paragraphs, they were required to prove that Jews were the source of Germany’s problems.”*

Shoving artificial stress on children through a series of conflict exercises and [Marxist antagonism to change fragile belief systems](#) is wrong. The true question of why depression and suicide is on the rise in young children, should we first look at this agenda in our nations schools? These techniques and activities change value judgements, emotions, and dispositions of children through controversial curriculum. The idea of mass social engineering started in the behavioral sciences by Lord Bertrand Russell, who joined the Frankfurt School in his effort of “producing an unshakable conviction that snow is black”. Taken from his 1951 book, *The Impact of*

## Science on Society:

*"The subject (mass social engineering) will make great strides when it is taken up by scientists under a scientific dictatorship...The social psychologists of the future will have a number of classes of school children on whom they will try different methods of **producing an unshakable conviction that snow is black.** Various results will soon be arrived at. First, that the influence of home is obstructive. Second, that not much can be done unless indoctrination begins before the age of ten. Third, that verses set to music and repeatedly intoned are very effective. Fourth, that the opinion that snow is white must be held to show a morbid taste for eccentricity. But I anticipate. It is for future scientists to make these maxims precise and discover exactly how much it costs per head to make children believe that snow is black, and how much less it would cost to make them believe it is dark gray." (Emp.mine.)*

## **Priming Kids For Change Through Universal Screening**

Prevention they scream. Positive Behavior Intervention and Supports, PBIS, universal screening IS mass social engineering and your school is the touch point of changing your child's behavior through Skinnarian reward and punishment. However, the PBIS teaching techniques and interventions are not a curriculum like history or math that parents can walk into the school and look at a book or computer program. No. It's Universal Screening and PBIS teacher training that will control their behavior. (Source: [PBIS Training](#))

These are time honored and time purchased teacher PBIS training sessions for teachers to become that fake, unlicensed psychologist in the classroom. And yes, data they will collect. Teachers are enablers. Note that all of this data collection is arbitrarily collected of how a teacher feels, or thinks about a child! Yes, teachers monitor their behavior and

catalogue every move your child makes. How does a teacher really decide what points to enter into their data dashboard about Johnny or Suzy? And how does this data collection reflect the rewards and punishments in a classroom?

Universal interventions are the first step to control behavior. This makes the child receptive through conditioning. The next step uses Critical Race Theory (conflict activities) that replace the child's values and beliefs.



**The Whole  
Child Must Be  
Controlled**

To control **behavior** (how a child will act) you must create conflicts in what the child believes and feels, the whole child. All standards in a strategic plan at school are written in "performance" behavioral objectives. Blooms Taxonomy uses the following prototype: cognitive + affective = psychomotor: think + feel = behavior: MIND + SOUL = BODY.

This means the whole child. The soul is the target in social and emotional learning.

### **The Snow is Black Syndrome or Not Quite Snow White**

Once the Skinnarian techniques (PBIS) prime the conditioned child, an example of an activity using the book "Not Quite Snow White" proves as this parent from New York City explains, teaching her 7 year old diversity and equity is implanted as indoctrination. (Source: [Not Quite Snow White](#))

According to the woke culture, laws of nature would be exploited. Biology must be changed. Rules and regulations must be thrown out. Remember, BF Skinner would prove that

pigeons could play ping pong or play the piano. This is quite significant because he wanted to prove Nature could be controlled. The artificial is more valuable than the natural. Thereby, science becomes that which we can manipulate with Nature, not what we understand of it. (Source: [Skinner teaches pigeons how to play ping-pong](#)) Human nature becomes moldable and captive children fit easily into that mold. Transgender aligns to this thinking by destroying and ignoring science albeit biology and genetics still rule what gender truly is, male and female. But the push for androgyny is upon us, ask female swimmer, Riley Gaines.

Following this concept of being woke, we would now teach students that their ancestors were racist. Our Founding Fathers were white male supremacists. History books are wrong. Defund the police to control crime. Males are too competitive and aggressive. Loans, housing, and laws are racist. Everything you were ever taught about America is wrong. Nature will be controlled and so would human biology through massive mutilation of little boys and little girls although through an artificial process of surgery and hormone blockers. America is the evil empire and your children are the target for change if they believe in God, family, loyalty, patriotism, or the Constitution.

A new mindset is developed. Moral absolutes are replaced with a flexible mindset. All of the past Industrial Age of academic knowledge-based content would be tossed into the air to let fall in disorder and chaos.  $2 + 2 = 5$ . Equity and democracy would create the level playing field. There would be no one smarter, more beautiful, more wealthy, or more anything. Redistributing wealth would rebalance the economy. Pure democracy would create equity in human beings across the board. This means teaching to an average that would create a functional literate by [The Deliberate Dumbing Down of America](#). Individualism no more.

The spies around us are taking notes and the filtered data

will come back to haunt us.

This system will rip the soul from your child.

Snow is black.

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