

From Deering's Legacy Stuff located in the *interface* between the 2nd and 3rd Millennium—including a little bit of overlap from each.

www.gdeering.com

[Home](#)

Gary's Venns

(not Zen but) Venn. Click in the Venn Space you desire to travel in.

Logout

Request Feedback

PHILOSOPHY

psycho-epistemology

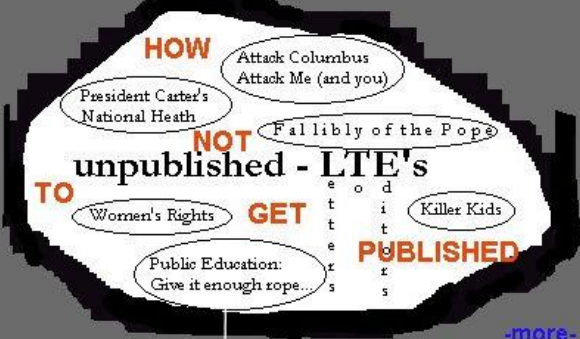
PSYCHOLOGY

RECREATION

POLITICS

unpublished-LTE's

ECONOMICS



-more-

Dear Editor *Mpls Star Tribune*:

The animal rights movement--as exemplified by the Commentary article by H. A. Greger, Vice President of the *Animal Rights Coalition*, in your February 20th paper--is proof positive that the American system of public education should be dismantled and replaced with a totally open and competitive free market system. It is very difficult to imagine that such a private, free-market, for profit, focused-on-quality system would do what the United States of America's Public Education System has done: produced a cultural pool of minds so undiscriminating that they cannot grasp that the concept "exploit" pertains only to relationships between human beings. In fact such between-people relationships --as they may exist--are *the basis in reality* for the exploit concept. The animal rights advocates steal this human-to-human exploit concept and apply it to human-to-animal relationships without proving their right to do so. They of course can't prove their right to do so because proof here requires defining key concepts by tying them *to reality*: a practice not only foreign to but also too dangerous for the animal rights mentality.

And if you think about it, this "exploit" thievery is mere petty larceny compared to the thievery involved in attaching the concept "rights" to the word animal. The concept "rights" also pertains only to individual human beings. Individual human beings--via the concept of individual rights--are the basis, the anchor, the source in reality for the concept of "rights". What makes it possible for animal rights advocates to engage in such grand theft, such grand larceny of concepts and get away with it is not a puzzlement but an indictment. It is an indictment against the public school system. That system was charged with the responsibility of making it possible for individuals to protect themselves against epistemological thieves, not for making it possible for those thieves to have an easier time of it.

Gary D. Deering
2/25/93

(unpublished-LTE's/Public education...)

Dear Editor *Mpls Star Tribune*:

The animal rights movement--as exemplified by the Commentary article by H. A. Greger, Vice President of the *Animal Rights Coalition*, in your February 20th paper--is proof positive that the American system of public education should be

dismantled and replaced with a totally open and competitive free market system. It is very difficult to imagine that such a private, free-market, for profit, focused-on-quality system would do what the United States of America's Public Education System **has** done: produced a cultural pool of minds so indiscriminating that they cannot grasp that the concept "exploit" pertains only to relationships between human beings. In fact such between-people relationships --as they may exist-- are *the basis in reality* for the exploit concept. The animal rights advocates steal this human-to-human exploit concept and apply it to human-to-animal relationships without proving their right to do so. They of course can't prove their right to do so because proof here requires defining key concepts by tying them *to reality*: a practice not only foreign to but also too dangerous for the animal rights mentality.

And if you think about it, this "exploit" thievery is mere petty larceny compared to the thievery involved in attaching the concept "rights" to the word animal. The concept "rights" also pertains only to individual human beings. Individual human beings--via the concept of individual rights--are the basis, the anchor, the source in reality for the concept of "rights". What makes it possible for animal rights advocates to engage in such grand theft, such grand larceny of concepts and get away with it is not a puzzlement but an indictment. It is an indictment against the public school system. That system was charged with the responsibility of making it possible for individuals to protect themselves against epistemological thieves, not for making it possible for those thieves to have an easier time of it.

Gary D. Deering
2/25/93

(unpublished-LTE's/Public education...)