

The Blumenfeld Education Letter

"My People Are Destroyed For Lack Of Knowledge" HOSEA 4:6

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The purpose of this newsletter is to provide knowledge for parents and educators who want to save the children of America from the destructive forces that endanger them. Our children in the public schools are at grave risk in 4 ways: academically, spiritually, morally, and physically — and only a well-informed public will be able to reduce those risks.

"Without vision, the people perish."

Education Issues of the 1990s And the New World Synthesis

Since we began publishing this newsletter in September 1986 we have been able to discern a pattern of behavior on the part of the education establishment that ties in nicely with the development of global events. We believe that the next decade will expose these patterns in sharper relief, so that the direction in which our public education system is taking us becomes quite apparent: a world humanist, socialist government.

Many teachers, of course, have no idea where the system is going. But the New Agers and "change agents" throughout the system certainly know where they are leading us: toward a humanist, pagan millenium. Thus it behooves us, at the dawn of the new decade, to examine the components of the system and see how they fit into the new synthesis.

The communists see historical progress as the unfolding of a dynamic dialectical process. According to this view, men shape their future through a continuous struggle between the thesis

and the antithesis, which produces a synthesis, which then becomes the new thesis finding itself in conflict with a new antithesis.

Hegel's Vision

It was the German philosopher Hegel who formulated this process of permanent struggle as the means whereby "God" is endeavoring to perfect himself. Hegel, a pantheist, rejected the God of the Bible. He believed that the universe is God and that mankind is part of God doing its share in the dialectical process leading toward perfection. (Recently it has been said that we have reached the end of the Hegelian process -- the end of history -- and that liberal democracy is the final product. A rather dubious idea. Actually, we are in a period of transition to a new world order.)

Karl Marx, an atheist, accepted the idea of the dialectic, but discarded its pantheist theology. He saw the universe as matter in motion. And so

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thesis and antithesis became action and reaction. To Marx this was scientific fact and became the basis of scientific socialism. Communist revolutionaries believed that they could become the shapers of history by controlling the forces of action and reaction. But to do so required the creation of a gigantic worldwide network of professional agents working together to produce the desired synthesis: a world communist government.

A New Phase

This methodology has worked so well that since 1917 one third of the world's population has fallen under communist rule. But what we shall see in the 1990s is not the destruction of communism, but a new phase in its long-range strategy. Gorbachev himself has said that his aim is not to discard socialism but to renew, restructure and strengthen it. That is the aim of "perestroika."

At first glance it seems as if the communist bloc is unraveling. But actually the Soviet Union is in complete control of the liberalization process. The Warsaw Pact is intact; the economic ties with the Soviet Union remain in force; and communists themselves still man the vast bureaucracies of the Eastern bloc. Political pluralism will be permitted, but the traditional communist means of controlling other parties through infiltration, provocateurs, and communists posing as opposition leaders will be manifest.

Meanwhile, the KGB and the Soviet Army remain the guarantors of Eastern bloc "stability." There can be no real end to the communist system without the dismantling of the KGB.

As for the European Economic Community, the tendency is toward a United States of Europe and the surrender of national sovereignty by its member states. Also, the European parliament is dominated by socialists. What we shall eventually have in the EEC is European market socialism which may in time include the Eastern bloc.

Future Indefinite

Of course, no one can know for sure how all of this will devolve. Karl Marx or even Lenin could not foresee the technological revolution that would catapult the West into the post-industrial era, leaving the proletarian dictatorships rusting in sclerotic inefficiency. But while technology and communist strategy may change, those of us who adhere to an orthodox Biblical view have the advantage of being on solid ground. For us, Hegelianism, socialism, Marxism and Leninism are merely manifestations of man's utter moral and spiritual depravity. All of these philosophies have led to untold human misery and will continue to do so as long as they hold a large segment of mankind in spiritual and physical bondage.

Public education in the United States has been dominated by these philosophies since the early years of this century, and that is why our education system is in the mess that it is. For the most part, our public schools are producing confused, ignorant, vulnerable young adults with poor academic skills and no intellectual curiosity.

Since the adults of tomorrow are being trained in the schools of today, one way to get an idea of what America will be like in the future is to find out what the educators will be teaching in the coming decade. To do so you have to read the education journals, the curriculum plans of the various state departments of education, and the legislative and political plans of the teachers unions.

What do they tell us? That the academic decline will get much worse.

That the wholesale lobotomization and moral destruction of American youth will continue unabated.

That the education reform movement is a fraud devised to extract more money from the taxpayer.

Deceptive Tricks

Let's begin with reading instruction. The incredible spread of anti-phonics "whole language" programs in primary schools from Maine to California indicates that the educators are more than ever up to their deceptive tricks. They have no intention of guaranteeing that all of their pupils become proficient, fluent, phonetic readers. They believe that reading is a "psycholinguistic guessing game." They are literally condemning millions of American children to lives as learning disabled functional illiterates.

The "whole language" forces control the professional associations, their publications, the reading courses in the graduate schools of education, and are in the process of devising new reading tests to hide the deficiencies of their students. Despite the fact that a small, but articulate, group of educators and critics have exposed this fraud, the "whole language" cabal manages to get its programs into school district after school district with no opposition.

In other words, the dumbing down process will continue well into the '90s, and we see nothing in the thinking of the establishment to indicate a change in direction. Individual teachers here and there will teach intensive, systematic phonics, but they will do so quietly, without attracting attention. In fact, intensive phonics has largely gone underground in order to survive in a rabidly hostile anti-phonics environment.

A Cult of Fanatics

What is alarming is that the proponents of "whole language" are behaving like a cult of fanatics determined to get their way by hook or by crook. And what is even stranger is that we hear not a word about the reading-instruction problem from the business community, the U.S. Department of

Education, legislators, state commissioners of education, or the major media.

This writer has appeared on many local radio and television talk shows and whenever we've had the time to explain what is going on, the audience response has been overwhelmingly positive. But from the powers that be, all we get is an eerie silence. Are they all deaf, dumb and blind, or so corrupt and depraved in their hearts and minds that the crippling of millions of children means nothing to them?

Humanist Manifesto Applied

Multiculturalism and globalism will be stressed in the '90s to move Americans away from ethnocentrism -- patriotism -- to the idea of world citizenship. The intention is to soften up our children for a surrender of national sovereignty. Humanist Manifesto II states:

"We deplore the division of humankind on nationalistic grounds. We have reached a turning point in human history where the best option is to transcend the limits of national sovereignty and to move toward the building of a world community in which all sectors of the human family can participate. Thus we look to the development of a system of world law and a world order based upon transnational federal government."

Popular Patriotism

And so most Americans emerge from the public schools with virtually no understanding or appreciation of American history, its patriotic heroes, its Christian foundations. They get their patriotic fervor from competing in the Olympics, or popular songs, or old movies now available on video tape, or as a reaction to terrorist hatred and threats. It will be difficult to kill the American patriotic spirit, but that will not stop our humanist educators from trying.

Believe it or not, Humanist Manifesto II probably provides the most succinct outline of the present public school curriculum one could find anywhere. It rejects God and traditional religion; it affirms situational ethics; it condones non-marital sex, perversion, abortion, euthanasia, and suicide; it advocates world government, ecological awareness, world population control; it opposes sexism and advocates a minimum guaranteed income.

In short, virtually every idea in the Manifesto has been incorporated in the public school curriculum. But if you so much as say this publicly you are labeled a right-wing, fundamentalist fanatic.

Critical Thinking

Another important component of the public school curriculum that will be heavily pushed in the 1990s is "critical thinking." Most people assume that "critical thinking" has something to do with clear thinking or logical thinking. It is nothing of the sort. Critical thinking is an application of the dialectical process in questioning the values and social structure of society.

The concept of "critical thinking" as a pedagogical tool was developed by the Brazilian Marxist Paulo Freire whose book, The Pedagogy of the Oppressed, has become the bible of America's radical educators. Coupled with liberation theology, Marxist revolutionaries in Central and South America have used "critical thinking" as a way of raising the consciousness of peasants and enlisting them in the struggle against the established order. As Richard Shull writes in his foreword to Freire's book:

"The methodology he developed was widely used by Catholics and others in literacy campaigns throughout the North East Brazil, and was considered such a threat to the old order that Freire was jailed immediately after the military coup in 1964. Released seventy days

later and encouraged to leave the country, Freire went to Chile, where he spent five years working with UNESCO and the Chilean Institute for Agrarian Reform in programs of adult education. He then acted as a consultant at Harvard University's School of Education, and worked in close association with a number of groups engaged in new educational experiments in rural and urban areas. He is presently serving as Special Consultant to the Office of Education of the World Council of Churches in Geneva."

Tension and Conflict

Quite a résumé for this Marxist revolutionary who manages to lay the seeds of leftist insurrection wherever he goes! Shull writes further:

"There is no such thing as a neutral educational process. Education either functions as an instrument which is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes 'the practice of freedom,' the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world. The development of an educational methodology that facilitates this process will inevitably lead to tension and conflict within our society. But it could also contribute to the formation of a new man and mark the beginning of a new era in Western history."

Radical Pedagogy

How is it that this radical pedagogy, which has played a key role in stirring up Marxist insurrection in Latin America, finds its way into the curriculum of the American public school? Obviously, there are now enough well-placed leftists in American education to facilitate the introduction of Marxist methodology without so much as raising the slightest opposition or suspicion.

What it means is that Americans have decided that education is the province of the educators and that the latter are the experts and that they know what they are doing. In addition, public education, like the penal system, is hopelessly dismal and boring, and professionals are paid to relieve the public of having to think about it. So the educators can get away with murder and the indifferent public is none the wiser.

The only people who seem to care are those parents who truly want their children to be educated. They complain and complain until it dawns on them that the educators aren't listening. Eventually they transfer their kids to private schools or become home schoolers.

Death Education

In the '90s we will also see more teenage depression, suicide and mental problems due to heavier doses of death education, values clarification, and New Age pagan mysticism. The Association for Death Education and Counseling (ADEC) celebrated its tenth anniversary in 1986. Its president, John S. Stephenson, announced that the Association has now "achieved adolescence and is ready to embark on fresh territory." The death educators want their association "to become a household name similar to that enjoyed, for example, by the American Medical Association and the National Education Association." According to an article in the May 1989 issue of The Clearing House:

"A task force appointed by the president of the Association for Death Education and Counseling . . . is charged to (1) carry out a study of the current state of death education in U.S. schools, (2) make recommendations for the ideal K-12 curriculum in death education, and (3) make recommendations for minimal knowledge, skills, and attitudes that teachers should possess before attempting to teach death education to children. The task

force report is scheduled for completion in 1990. . . .

"ADEC is currently offering certification of death educators and death-related counselors following completion of a three-level series of courses taught by certificated members of ADEC."

In other words, the new decade will see a much wider acceptance of death education in the school curriculum with a much stronger professional association to define, control, and promote it.

AIDS Curriculum

As for AIDS and sex education, more of it will be taught earlier, thus contributing to more and earlier sexual activity. As we pointed out in our recent letter on the AIDS crisis (Nov. '89), the AIDS curriculum is being developed around the Koop pamphlet which emphasizes the use of condoms. Since condoms are about 85% effective, they are now the new form of Russian roulette for American teenagers. And of course they will not prevent infection through deep kissing. Thus, teen heterosexual infection with the AIDS virus is bound to increase.

Teacher Power

Another important education issue of the 1990s will be teacher power and the NEA drive for a monopoly over teacher certification. The national certification plan was proposed by the Carnegie Forum in 1986. But the price of NEA endorsement and participation was NEA control over the certification process. The Carnegie Forum acquiesced by naming NEA president Mary Futrell to the planning committee. In 1989 U.S. Senators Christopher Dodd and Claiborne Pell introduced a bill to provide \$25-million of taxpayer money to fund this private scheme. As of this writing, the bill has not been voted on.

The National Education Association experienced great growth during the '80s, and we can expect that the association will use its political clout to gain even more power for itself in the 1990s.

NEA Versus Parents

At the same time the NEA will be urging state legislators to require home-schooling parents to be certified by the state. Should the national standards for certification advocated by the NEA become state laws, it is doubtful that any Christian home schooler will be able to meet the NEA's requirements for certification.

What all of this means is that the '90s will be a period of major confrontation between the increasingly powerful teachers union and home-schooling parents. If home schoolers are to win, they will have to organize strong lobbies to bring their concerns to their state legislators. They will have to become as politically effective as the NEA.

Good News

The good news for the new decade is the certainty that the home-school movement will continue to grow. As the public schools continue to decline, more and more parents will turn to home education as a practical and financially attractive alternative.

Other education issues of importance to parents and children are drugs and school violence, and the indications are that these problems will plague public schools well into the '90s.

To sum up our analysis, the education establishment will continue to prepare young Americans for a humanist world government. The US-USSR education exchanges will increase, and the war against Christian values will be waged more openly and aggressively.

Global Education Explained

The following article is taken from Contentions, December 1989:

Anxious about the fact that your children aren't quite sure when the American Revolution took place -- or what it was all about? . . . Distressed by their vagueness about the chronology of the Civil War? Have no fear, global education is here!

Global education, in the words of Mr. Willard M. Kniep of the American Forum for Global Education ("Social Studies Within A Global Education," Social Education, October 1989), reflects "a belief that there is a critical need for schools to prepare young people for life in a world increasingly characterized by pluralism, interdependence, and change."

Such preparation, virtually by definition, entails quite an open-ended view of learning. Thus, in keeping with the globalist perspective, global education will, according to Mr. Kniep, take a "holistic" approach to social studies. The narrow concern with skills, content, and "passive learning" that has, as Mr. Kniep sees it, plagued the discipline will be discarded in favor of a liberating preoccupation with concepts, themes, patterns, linkages, and, of course, active as well as "interactive" learning.

Start in Kindergarten

Children involved in the globally aware curriculum Mr. Kniep proposes will, in kindergarten, for instance, concentrate their energies on "discovering the systems in their lives such as the family, the classroom, toys, and machines." First graders will move on to "the linkages among people and the roles they assume in social situations such as classrooms, recreational activities, or community workplaces." In second grade, children

will be asked to "identify the persistence of change in themselves and begin to make a record of change for their community and environment." Third-grade students will be trained in "collaborative problem solving and conflict resolution."

Variations on the themes of systems and conflicts will, Mr. Kniep predicts, occupy students throughout elementary, junior high, and high school, culminating in the "capstone" of the global program, 12th grade. High-school seniors will, in the first semester, be expected to employ "system analysis" in producing a "senior thesis of their choice." The second semester will be devoted to a "community project" with the aim of providing students an "opportunity to experience the role of a citizen in a democratic society within a real-world setting."

Process and Concepts

Those old facts and figures, the remarkable ignorance of which among our children has aroused a certain degree of dismay in the general populace, are, in other words, hereby declared irrelevant and written out of the curriculum. If students no longer need to know what happened, when it happened, where it happened, and where it actually happened is actually located, teachers are wholly relieved of the responsibility of teaching it to them. They are equally, it follows as the night the day, relieved of the burden of producing any evidence of pedagogic success. What normal person outside of the education establishment, after all, could possibly hope to gauge the prowess of elementary-school children in "collaborative conflict resolution," or of high schoolers in "system analysis"? (This approach has, needless to say, found broad favor in education circles: "skills and content" are being rejected in favor of "process and concepts" in math and science, language and the arts, as well as in social studies.)

A Political Agenda

More is going on among the globalists, however, than merely striking a blow for the teachers' union. For their program, disdainful as it might claim to be of "content," does, in fact, contain some small measure of content -- of its own particular kind, a kind that will strike a familiar chord.

Mr. Kniep offers, for example, under the heading Peace and Security, such problems for consideration as the arms race and colonialism. In the category he calls National/International Development, we find hunger and poverty, overpopulation and North-South relations. And let us not forget Environmental Problems, such as acid rain, the pollution of streams, and, of course, nuclear waste disposal.

The themes and concepts dear to the hearts of the globalists might be said, in short, to constitute a sort of elementary introduction to the liberal political agenda. Why that agenda should have so strong an appeal among the education community might serve as a subject for consideration by some sufficiently daring high-school senior. In the meantime, we can, perhaps, console ourselves with the thought that if teachers achieve the same level of success in providing global education that they have achieved in other areas of instruction, we have little to fear for our children. (Contentions is published by the Committee for the Free World, 211 East 51 Street, New York, NY 10022)

One Third of Idahoans Are Functionally Illiterate

According to the Idaho Statesman of 7/25/89, one third of the population of Idaho can't read beyond a fourth-grade level. A study conducted by the Idaho Department of Employment found 363,800 illiterates in the state. Given the

fact that everyone in Idaho must attend school, no one seems to know why the state has so many illiterates.

A volunteer organization called Literacy-Homestart is trying to do something about the problem. The project's goal is to cut illiteracy by getting parents to read to children and to also restrict television viewing. According to project co-chairman Lynne Ball, a second-grade teacher: "As teachers, we have the children only six hours a day. When they get home they need that practice and that support."

Comment: Only six hours a day, five days a week, ten months a year!? If that isn't enough time for a school to teach a child to read, maybe there's something wrong with the school. But don't expect that idea to ever penetrate the skulls of Idaho educators.

HIV Infection Among College Students Higher than Among Military

About one in every 300 U.S. college students may be infected with the AIDS virus. The rate, derived from a study of 5,000 students on widely scattered campuses, is twice as high as that among military recruits and personnel.

"What this means is that if you have a college of any size, you can bet you have a case of AIDS or HIV infection on campus," Dr. Gary Noble of the U.S. Centers for Disease Control told a meeting of college newspaper editors.

The campuses involved in the study have not been made public. The CDC and American Health Association, which are jointly conducting the study, attempted to get national distribution of colleges and universities.

Because the sample is drawn from students seeking medical care, it might overrepresent those more likely to be infected with HIV. For instance, it might contain a disproportionate number of students with common venereal diseases, who would be among the most sexually active students. (Boston Globe, 11/3/88)

Letter From A Reader

Dear Mr. Blumenfeld:

I enjoyed your talk in LA. I had so much to share with you and the audience about my experience in the state schools here in Los Angeles. I waited too long to raise my hand as time ran out for the evening.

Actually my nervousness at public speaking goes directly to my schooling in which I was put before the class to give an oral report and demonstration of putting body organs back into the body of a fake Egyptian prince! Of course at the age of 14 I found it pretty stupid and I could not even find the words I needed to give the report. I felt so stupid! But where I made my big mistake was being angry about it. I hated that class. Incidentally, that was the same class where they put the doubt of God in me by teaching evolution.

Well, my hate for school grew as I became a drug addict to forget how happy I used to be before I was put in school. At one point I accidentally overdosed on PCP and other drugs. I was so close to becoming another statistic that the people running the system will never understand. I thank the Good Lord for giving me the power to forgive them, for they don't know what they are doing. They are hypnotized by their intellects. I believe God's wrath will be especially fierce for these dumbbells when the time comes.

I want to do what I can to try and make public schools voluntary. I had that idea myself before I heard you speak of it too. I doubt that it will ever happen but it's worth a try. Or perhaps I should simply help spread the word that you have uncovered about the wickedness that is perpetrated on the innocent so that more people will pull their children from school. I know in my heart, especially after hearing you, Mr. Blumenfeld, my children (when I have some, if I am so blessed) will never go the state schools! Ever!

God Bless,
Fabian Asensio, No. Hollywood, CA.