

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."

Multiculturalism A Prescription for Moral Anarchy

Professional educators write a great deal these days about multicultural education but few among the lay public actually know what it is. Despite this widespread public ignorance, multicultural education is now an integral part of the American government school curriculum. In fact, our humanist educators now consider multicultural education to be so important that the National Council for Accreditation of Teacher Education (NCATE) has given it a very prominent place in teacher education programs.

What Is Multicultural Education?

The NCATE's publication, Standards for the Accreditation of Teacher Education (July 1982), states:

"Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters...This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings.

"Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field exercises.

"Multicultural education should include, but would not be limited to experiences which: (1) promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) develop skills for values clarification including the study of the manifest and latent transmission of values; (3) examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies."

Although NCATE's requirements for teacher training, which became effective in January 1979, are quite explicit, nowhere in the NCATE's publication is there a definition or description of what multicultural education really is.

We get hints in the requirements. We are told of "culturally diverse and complex human encounters" and "differential cultural settings." We are also told that multicultural education has something to do with racism, sexism, parity of power, values clarification, the transmission of values both manifest and latent, the dynamics of diverse cultures, linguistic variations, etc.

How Is It Defined?

But what does it all mean in language that you and I can understand? What does it mean to parents whose children will be subjected to multicultural education? What does it mean to the local school board which will be required to implement a state-mandated multicultural education program in the local school?

A rather comprehensive treatment of the subject can be found in the Spring 1984 issue of Theory Into Practice, the journal of the College of Education at Ohio State University. That issue contains 13 articles on multicultural education covering many aspects of the subject.

Multiculturalism is based on the notion that the traditional Judeo-Christian model of American values is no longer valid as the model to be held up to children in the public schools. These values are generally associated with white Anglo-Saxon Protestant culture, usually referred to as WASP culture by its critics. The educators believe that WASP culture is in decline and is not being replaced by another dominant model. In fact, the American Association of Colleges for Teacher Education (AACTE) statement on multicultural education is entitled "No One Model American". Ergo, many models will take its place.

A multicultural society is one made up of many equally valid ideals that can serve as equally valid models for young Americans. No one is required any longer to conform to the once dominant Judeo-Christian ideal, and the public schools are now required to convey this message to the students.

For decades the compelling rationale for public education was that it provided the means of Americanizing the millions of different immigrants who came to these shores. It provided a common body of values for all Americans. But apparently that rationale no longer holds. According to Charles A. Tesconi, dean of the College of Education at the University of Vermont:

"We all know by now that homogeneity has not and does not characterize American society. We know how great a myth the 'melting pot' turned out to be...American society, then is best characterized as a mosaic of an extensive, highly diverse array of cultural elements.

"As a descriptor, multiculturalism points to a condition of numerous lifestyles, values, and belief systems."

How Is It Taught?

And how is multiculturalism, therefore, to be taught, and what will be its desired results?

"By treating diverse cultural groups and ways of life as equally legitimate, and by teaching about them in positive ways, legitimizing differences through various education policies and practices, self-understanding, self-esteem, intergroup understanding and harmony, and equal opportunity are promoted."

Thus, multicultural education embraces much more than mere cultural pluralism or ethnic diversity. It legitimizes different lifestyles and values systems, thereby legitimizing moral diversity. The concept of moral diversity directly contradicts the Biblical concept of moral absolutes on which this nation was founded.

Yet, our public schools, in order to be accredited, are now required to teach that there are no moral absolutes, that every individual has the right to freely choose his or her morals, and that ethics are situational. The result has been moral anarchy.

Thus, American public schools are

no longer to be used to inculcate a common set of moral and spiritual values based on our Judeo-Christian heritage but are to be used to promote a plethora of competing values systems, with Christian fundamentalist values cleverly excluded from competition. In other words, the public school is now a market place of competing pagan and anti-Christian belief systems. The students have a choice, but the market is rigged. That, in a nutshell, is multicultural education.

How is multicultural education taught? It is not a course which is taught separately from the rest of the subject matter. It is, in reality, a world view which, in the words of Theresa E. McCormick, specialist in multicultural education at Emporia State University, "must permeate the total educational environment."

Moral Anarchy Starts Early

That means that multicultural education, in the words of Sandra B. DeCosta, associate professor at West Virginia University, "must be carefully planned, organized, and integrated into all the subject areas. But most emphatically it must begin when children first enter school."

Thus it is now official policy in the government schools to inculcate moral anarchy in American children beginning with grade one. It is now official policy of the government schools to deny that there exists a common value system known as Americanism — unless by Americanism you mean moral anarchy.

Yet we know that Americanism does exist and does constitute the basis of American consciousness: the conviction that this nation was created with God's help and blessings to demonstrate to the world that with the true God all good things are possible, and that without Him we will be consigned to the same tyranny and misery that now afflicts the millions who live under paganism or atheistic communism.

During the recent celebration of the 100th anniversary of the Statue of

Liberty that concept of Americanism was expressed over and over again in song and speech in three simple words: God Bless America. Those three words acknowledge the existence, efficacy, and sovereignty of the God of the Bible. They express the essence of Americanism, the peculiar consciousness that makes us different from other peoples.

America's Way Is For Everyone

While that consciousness was given to us by our founding fathers who, for the most part, were indeed white, Anglo-Saxon Protestants, one does not have to be white, Anglo-Saxon, or even Protestant to accept it. There are many blacks, Hispanics, Latins, Slavs, Catholics, Jews, etc., who accept it.

Becoming an American does not mean aping WASPS. It never did, and it never will. It means accepting the essence of what the founding fathers stood for and died for. That essence is founded on Biblical principles which include the concept of moral absolutes. The public schools now presume that blacks, Hispanics, Indians, Asians and other immigrant children are incapable of understanding or unwilling to accept the philosophy of the founding fathers. Therefore they won't even teach it to them.

The Results Of Multiculturalism

What kind of Americans will the public schools turn out? Americans ignorant of their nation's founding principles, incapable of defending their country against foreign ideologies, adrift in a sea of moral and cultural anarchy, at the mercy of fears, slogans, and nuclear blackmail.

Multiculturalism is also an important stepping stone to globalism, that concept of a future world government which the public schools are now promoting more aggressively than ever. In an article entitled "Multicultural Education and Global Education: A Possible Merger", Donna J. Cole of Wittenberg University writes:

"A multiculturalized global education would address the basic concern of

where the individual fits into the mosaic of humanity and where others fit in the same mosaic....(It) would aid students in understanding that our membership in groups affects our values and attitudes....(It) would assist students in recognizing the need to be flexible and adjustable citizens in a rapidly changing world."

The National Education Association (NEA) of course endorses multicultural-global education. Its resolutions of 1986 state:

"The National Education Association believes that multicultural-global education is a way of helping every student perceive the cultural diversity of the US citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth."

Notice that the NEA recognizes no American culture that the student may take pride in. He is to take pride in his own racial "cultural legacy" and learn to appreciate the cultures of others, but nowhere in sight is there an indigenous American culture based on peculiarly American values to appreciate, take pride in, or identify with.

The purpose of globalism is to prepare young Americans to accept as inevitable and desirable a world, socialist government in which American national sovereignty will be surrendered for the greater good of "world peace and brotherhood". In any case, multicultural global education is another good reason why parents must remove their children from the public schools. Social studies professors have rewritten American history to play down patriotism and national pride, and multiculturalism even denies the existence of such a thing as Americanism. Is this what American parents want their children to be taught in public schools? Probably not. But the sad truth is that they don't even know it's going on.

U.S. Students Accept Soviets As Moral Equals

Evidence that US students are being brainwashed to accept Russian communists as moral equals can be inferred from two interesting press reports. The first was written by Marcia Seilaff, editorial writer of the Phoenix Gazette, who recently returned from a tour of the Soviet Union with a group of US high school students. In her 7/18/86 column she wrote:

"The students in our group, along with some Denver area young people, received an additional demonstration of Soviet disinformation, courtesy of Intourist.

"What was billed as a 'round table discussion' with Soviet journalists was actually a propaganda session....

"If the Russians' answers were predictable, the questions from the Denver students were disappointing. We wondered what they had been taught in their social studies classes to prompt them to ask the Russians for advice on what they as students should do to change the US government's position on 'Star Wars'.

"Sadly, they asked no questions about Afghanistan, human rights, Cuba, or Eastern Europe."

The second story, from the Boston Globe of 7/27/86, concerns the "Bike for Peace '86" cyclists who were touring the US. The group included cyclists from the Soviet Union, Czechoslovakia, Canada, and the US. While in Vermont, the cyclists stopped off at Norwich University in Northfield to converse with students who are learning Russian. The teachers for the most part are recent Soviet emigres who have no love for communism. When the teachers met the cyclists the meeting soon degenerated into a series of yelling matches.

"The Soviet emigres asked the Soviet cyclists: 'Is it not hypocritical to have a Soviet bicycle ride for peace when, for 6 years, the Soviet Union has been occupying Afghanistan and killing

its people? Is it not preposterous to believe that the Czech cyclists would freely ride together with the Soviet comrades, when the Soviet Union invaded Czechoslovakia in 1968?'

"The Soviet cyclists, obviously chosen to be in the tour for more than just their physical fitness, tried their best to deflect the questions. In fact, the polished assurance of two cornered cyclists was enough to convince many of the emigres that these were not typical Soviet citizens, but senior-level KGB agents.

"A few of the students were angry that the Soviet cyclists had been treated so inhospitably....'We saw that our Russian-American immigrants hate the Soviet regime,' (one student) said. 'And now we know why. But just because they hate the Soviets isn't enough of a reason for other Americans to hate them. If we adopted that way of thinking, we'd never get anywhere.'"

Can you imagine American students using that rationale to accept Nazis as their moral equals? But who can blame the students? President Jimmy Carter kissed Comrade Brezhnev on both cheeks, and President Ronald Reagan cordially greeted and entertained Gorbachev, leader of the evil empire, on worldwide television. No wonder the students are morally confused.

Blowing The Whistle On Globalism

An indication of how low management and moral standards have sunk in the public schools of Boston, once known as the Athens of America, can be gleaned from the following story:

"Blowing the Whistle on Global Education," a 29-page report produced and distributed by the Denver office of the US Education Department, is contributing to the growing concern among parents and educators over "globalism" courses and materials in the schools. The anti-globalist report, authored by Gregg L. Cunningham for Thomas Tancredo, accuses global educators of "parroting the Soviet propaganda line" and indoctrinating children in favor of

a "new world order".

Mr. Cunningham criticizes "global" education programs for advocating pacifism, radical political change, redistribution of wealth, and moral relativism; and for inculcating opposition to patriotism and free-market economics. Many globalist materials, he says, suggest that the Soviet and American political-economic systems are morally equivalent. According to the report, "Globalists seek to ridicule our value system by suggesting that we relinquish our economic and political preeminence in the interest of some shadowy 'global justice'."

The new report has heaped additional fuel on the nationwide controversy over "globalism" in the schools. Portions of the paper were read in the Colorado legislature during recent debate over education appropriations. Reportedly, a conservative member of the Denver University Board of Trustees is withholding a sizable contribution to that institution because of its role in developing globalist curriculum materials. The Bennett, CO, school district recently rejected a global education curriculum because of opposition from parents and school officials. (New American, 6/2/86, p. 47)

Dewey's Pragmatic Oath

John Dewey offered to replace the traditional oath, "I swear to tell the truth, the whole truth and nothing but the truth," with the following:

"I swear to tell the approximate truth, the tentative truth, the relative truth, so help me future experience." (School and Society, 11/11/39)

Teacher In Gun Rap Drawing Full Pay

A Boston schoolteacher charged with carrying a gun during an attempted robbery has been collecting her salary ever since the incident last September, officials confirmed.

Theresa Rochelle, of Roxbury, MA, has been on paid suspension since Sep-

tember 9 — four days after she was arrested in connection with the shooting of a Watertown couple. The Boston School Committee voted unanimously to stop paying her estimated \$24,000 yearly salary after a Suffolk County grand jury indicted Rochelle for illegal possession of a handgun.

Police said Rochelle, a tenured teacher at the Charles Taylor Elementary School, and Lawrence Hudson approached Everett Whitley, 70, and his wife Joan as they sat in their car.

During a failed robbery, police charged, Whitley was shot in the thigh and hand and his wife was wounded in the chin.

School officials said their policy is to keep paying teachers charged with crimes until they are formally indicted. An arrested teacher could be reassigned from the classroom, but officials decided against it in this case "for the safety of fellow workers."

School Committee member Joe Casper criticized officials for keeping personnel charged with crimes on the payroll. "We've had people guilty of sexual assaults, physical assaults, who have done drugs, people who turn around and carry weapons and we continue to pay them.

"What we usually do when somebody does something very unsocial is we turn around and reward them by giving them a desk job with pay. In this instance we didn't even give her a desk job. We mailed the check direct to her house. This is an unfortunate policy."

Home Schools Are Legal

Several courts have held that any statutory prohibition against home education should be regarded as unconstitutional. Courts in Illinois, Indiana, North Carolina, Oregon, and Minnesota, as well as the attorney general in Michigan, have construed "public or private school" statutes to mean that home education constitutes attendance at a "private school."

In the case of *Perchemlides v. Frizzle*, the court explicitly recognized within the right of privacy the right of all parents "to choose from the full range of educational alternatives for their children."

The parents in that case had undertaken home education because they disagreed with the values inculcated by public schools, and believed that they could impart both a superior education and a more acceptable philosophy at home. The Massachusetts Superior Court sustained their right to home education under the constitutional right to privacy.

"The plaintiffs have a right under G.L.c76, S1 to home education for their child, and this right bears constitutional protection, not by specific constitutional delineation but through its inclusion in the penumbra of certain protected constitutional rights, most notably those guaranteed by the Ninth Amendment." (Home Education & Constitutional Liberties, White & Bird, pp.50-60, Crossway Books, Westchester, IL)

In Oregon, in the case of *Pierce v. Sisters of the Holy Names of Jesus and Mary* (268 US 510 45 S. Ct. 571, 69 L.Ed.1070), the court held that "The liberty of the Constitution forbids the standardization of children by compelling them to attend public school instructions only." (*The Christian Educator*, March 1985, p.5)

Homeschool Success

An 18-year-old who built his own telescope but never attended a formal school 4/27/86 accepted a Harvard University scholarship, rejecting offers from Yale, Princeton, and Amherst.

It's just another scholarly plum for a family with 4 sons whose home is a remote mountaintop ranch some 120 miles north of San Francisco. Drew Colfax and his brothers are home educated at what their parents, David and Micki Colfax, call Mountain School — the ranch house of their sheep-and-goat operation.

Drew's brother Grant, 21, is an honor student at Harvard. Reed, 16, is "mathematically precocious" according to his father, and Garth, 10, has a deep interest in ceramics and painting.

Colfax and his wife, unhappy with the quality of public schools, decided to teach their children at home. Their school is registered with Mendocino County as a private school, and he and his wife divide the instruction chores.

Laura Clark of Princeton, where only 1 in 6 applicants was accepted this year, said: "Drew was one of our most extraordinary applicants. He is home-educated and has demonstrated an amazing academic excellence...He is truly a thinker. We've never seen a kid like this."

When he was 16, Drew installed a solar-powered electrical system that gave power to the ranch for the first time in more than 10 years. He is an avid stargazer who has read more than 300 books on astronomy, writes a weekly astronomy column for the local newspaper, and built his own telescope and an observatory to house it. He ground the telescope mirror by hand.

Drew's father, asked if Drew were a genius, said, "No, no. He and his brothers are ordinary bright kids that work hard. They like to take a problem and solve it."

Some have brought up the possibility of inherited superior intelligence and ability to explain this family's remarkable achievements, rather than attributing it to good homeschooling. The kicker is that the two younger brothers are adopted; one is Eskimo and the other Negro. (Data from Orange County Register, 4/28/86, p. A-3, New American, 6/16/86)

Vital Reading

The Philosophy of the Christian Curriculum, by Rousas John Rushdoony, Ross House Books, P.O. Box 67, Vallecito, CA 95251, \$8.00.

Anatole France once said: "The book

which isn't worth reading twice, isn't even worth reading once." Dr. R. J. Rushdoony's The Philosophy of the Christian Curriculum is not only worth reading twice, you will probably want to read it many more times than that in order to properly assimilate the extraordinary range of knowledge, insight, and wisdom that fill its 194 pages.

The great virtue of this book is that it presents the clearest, most thorough and concise statement of the Christian world view regarding education to be found anywhere. Dr. Rushdoony sums up his views in these words:

"Christian education is of necessity not only theological in nature but theocentric. It is God-centered because God as Lord requires all things to serve Him. The Westminster Shorter Catechism tells us that 'Man's chief end is to glorify God and to enjoy Him forever.' Every area of life and thought must be in line with this purpose, and education especially so. Humanistic education seeks to glorify man and to enable man to enjoy himself; it is doomed always to fail. Christian education cannot be secular education plus the Bible. The Bible is not added to an existing curriculum; the Bible must establish, govern, and condition the curriculum, or else we do not have Christian education."

It is Dr. Rushdoony's contention that the government schools, which presently represent the humanist establishment of religion in America, can never be made to serve Christian needs. "Until we recognize that schools are establishments of religion, and that all education is inescapably a religious activity, we cannot come to grips with our cultural crisis," he writes.

In other words, the public schools can never become neutral, for in the author's view, neutrality in education is merely another humanist myth. Rushdoony sees the government schools of America as the battleground where the souls of American children are being fought over and, for the most part, lost. These schools "teach and propagate a philosophy of life which does

more than omit Christianity: It is radically at war with Biblical religion."

He concludes: "The great issue of the years ahead is the developing battle between Christianity and Humanism. It is a war unto death," and "education is at present the central theater of war."

What should a Christian education consist of? Dr. Rushdoony goes into great detail concerning virtually every subject: religion, mathematics, science, literature, music, history, government, language, composition, grammar. Indeed, if you are a Christian school educator, parent, or home-schooler, you will find answers to many of the questions that have inevitably arisen concerning the nature of Christian education. Written by one of Christendom's clearest thinkers, this book is must reading for anyone who takes Christian education seriously.

Letters From Readers

Dear Sir or Madam:

My daughter is almost 6 years old and we are home-educating her. We will be using a Bible-centered curriculum in her education; consequently I have tried a couple of reading programs, most of which were game-type learning. None of these produced any results. I recently ordered Alpha-Phonics because I have heard Samuel Blumenfeld speak on several shows on Trinity Broadcasting Network and I know he is an expert on reading.

Dianna and I are just beginning Lesson 5. After going over Lessons 3 and 4 Dianna was so excited that she could read that she hugged my neck and told me she loved me. She said, "Oh mommy, my wish is coming true. You and Daddy are teaching me to read." What else can I say?

I love this systematic way of teaching reading because it produces immediate results and children, as well as adults, like to see progress.

By the way, we only spend about 5-10 minutes a day on this. This is an excellent intensive, systematic phonics program.

Thank you,
Cindy Maddox

Dear Sir:

Enclosed please find check for \$11.45 for the book entitled NEA: Trojan Horse in American Education by S.L. Blumenfeld.

I am taking this information from the July 1985 edition of the magazine called "Freedom". The people of America don't realize how little of their freedom is left, so well has the controlled news — radio-TV-newspapers-magazine — deceived them into fatal apathy. Thanks for your trying, as we are, always hoping there will be an awakening.

Sincerely,
Dorothy K. Frank

Blumenfeld's Speaking Engagements

Friday-Saturday, Sept. 19-20, Minneapolis: "Symposium on Education: A Christian View" (with Mel & Norma Gabler; Dr. R.J. Rushdoony, Archie Jones of C.L.A.S.S.). Call (612) 780-1196 for information.

Thursday-Friday, Sept. 25-26, Flint, MI: Michigan Association of Christian Schools Conference. Call (313) 626-2311 for information.

(Note: Mr. Blumenfeld speaks in 18 cities in October — mostly in North-Central states, and 5 cities in November. We'll give you complete lists in the next two issues.)

Next Month

Next month we'll take on the NEA, using the NEA's own official position papers and statements. It's a real eye-opener for concerned parents!