

# 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."

## How the Federal Government Squanders Billions on Education

Ever since 1965, when Congress passed the Elementary and Secondary Education Act, the federal government has poured billions of dollars into public education. The Nation at Risk report, issued in 1983, indicates that all that money not only did not improve public education but probably contributed to its decline. Since 1965 many other federal programs have been added to the ESEA. And whenever a new billion-dollar program is added, a new bureaucracy is needed to administer it, thereby greatly increasing the cost of government.

In 1979, the U.S. Department of Education was created to handle all of this federal giving. But one thing the DOE hasn't done is provide the American people with an easy-to-read-and-understand accounting of where all of this money is going, how it is being spent, and whether or not it is doing any good.

Fortunately we have received from Washington copies of the DOE's Annual Evaluation Reports for the fiscal years 1982, 1983 and 1986. These 600-page documents list all of the federal education programs, the yearly appropriations, the program goals, etc. Some of these multi-million-dollar programs are described in two or three pages, providing scanty information about their effectiveness.

We've listed over a hundred of these programs in this report to give you an idea of what your tax money is being spent on. The sums involved are sometimes mind-boggling. We've also done something that no one else, not even the federal government, has done: added up the appropriations of each program over the years so that one can see how much money has been poured into a specific program from its inception to the present. As you will notice, few programs are ever terminated. In fact, it is estimated that the Department of Education budget in 1988 will be its highest yet, in the 20- to 21-billion-dollar range.

Even though a good many, if not all, of these federal programs are neither essential nor wise, any suggestions of cutting or ending them sends educators into paroxysms. In fact, the educators complain that they aren't getting enough. But if they can't deliver excellence with the billions they now have, it is a certainty that they won't be able to deliver it with more. When you consider what private schools do with a pittance, you can only bemoan the billions that are wasted on public education.

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Program	Years Funded	Appropriation
1. Education of Disadvantaged Children (Title I; Chapter 1)	1966-86	\$49,745,142,900
2. Migrant Education Program	1967-86	3,062,576,980
3. Program for Delinquent Children	1969-86	520,776,625
4. Right to Read/Basic Skills	1971-81	220,300,000
5. National Diffusion Program	1974-82, 86	92,838,000
6. School Libraries	1975-82	1,118,490,000
7. Metric Education	1975-81	11,240,000
8. Consumer's Education	1977-82	15,311,000
9. Arts in Education	1976-86	26,639,000
10. Cities in Schools	1978-81	10,117,353
11. Push for Excellence, Inc.	1978-81	3,270,000
12. Educational Improvement	1976-82	1,012,739,852
13. Strengthening State Educational Agency Management	1973-81	445,325,000
14. Emergency School Aid	1973-81	2,182,780,000
15. Civil Rights Training & Advisory Services	1968-86	473,999,000
16. Follow Through	1968-86	892,883,000
17. School Assistance in Federally Affected Areas (SAFA)	1962-86	13,838,972,000
18. SAFA Construction	1962-86	807,869,500
19. Allen J. Ellender Fellowships	1973-86	13,627,000
20. Career Education	1975-82	85,405,000
21. Teacher Centers	1977-81	42,075,000
22. Teacher Corps	1966-82	460,196,000
23. Indian Education Assistance	1973-86	583,118,000
24. Improvement of Indian Education	1973-86	147,621,000
25. Adult Indian Education	1973-86	55,781,000
26. Alcohol & Drug Education	1971-86	69,380,000
27. Ethnic Heritage Studies	1974-81	17,825,000
28. Gifted & Talented Education	1975-82	23,442,000
29. Bilingual Education	1968-86	1,651,320,000
30. Bilingual Vocational Education	1975-83	28,132,000
31. Refugee Education	1980-86	131,104,000
32. Education of Handicapped Children	1966-86	1,832,973,000
33. Grants to States for Handicapped Programs	1967-86	9,395,205,000
34. Preschool Incentive Grants	1977-86	204,040,000

Program	Years Funded	Appropriation
35. Regional Resource Centers	1969-86	117,968,000
36. Deaf-Blind Programs	1969-86	224,130,000
37. Early Childhood Education for Handicapped	1969-86	268,413,000
38. Projects for Severely Handicapped	1974-86	51,543,000
39. Postsecondary Education for Handicapped	1975-86	35,955,000
40. Training Personnel for Special Education	1966-86	875,680,000
41. Special Education Recruitment	1969-86	12,446,000
42. Innovation & Development	1964-86	275,657,000
43. Media Services & Captioned Films	1968-86	248,117,000
44. Special Studies	1977-86	18,609,000
45. Vocational Rehabilitation Grants	1966-81	9,157,680,000
46. Rehabilitation Client Assistance	1974-86	33,888,000
47. Grants for Training Rehab. Personnel	1966-86	538,585,000
48. Vocational Rehab. Special Projects	1974-86	50,427,000
49. Handicapped Migratory Workers	1974-86	12,543,000
50. Helen Keller Center	1969-86	46,922,000
51. Rehabilitation Projects with Industry	1970-86	93,726,000
52. Centers for Independent Living	1979-86	135,091,000
53. Handicapped Research	1963-86	683,675,000
54. Women's Educational Equity	1979-86	56,145,838
55. Inexpensive Book Distribution	1978-86	50,248,000
56. Vocational Education Grants to States	1979-86	5,319,702,640
57. Voc. Ed. for Disadvantaged	1979-83	83,666,000
58. Voc. Ed. Consumer-Homemaking	1979-86	271,646,000
59. Voc. Ed. Indian Tribes & Hawaiians	1979-86	61,728,219
60. Voc. Ed. Improvement Information	1979-86	73,329,565
61. Grants to States for Adult Education	1979-86	780,942,000
62. Pell Grants	1979-86	22,270,080,000
63. Supplemental Grants	1979-86	2,973,162,000
64. State Student Incentive Grants	1979-86	588,662,000
65. Guaranteed Student Loan Program	1979-86	20,533,663,000
66. Direct Loan Program	1979-86	1,809,206,000
67. Work Study Program	1979-86	4,482,523,000
68. Upward Bound	1979-86	965,667,205
69. Talent Search	1979-86	1,257,446,000
70. Educational Opportunity Centers	1979-86	1,257,444,000

Program	Years Funded	Appropriation
71. Special Services for Disadvantaged	1982-86	325,706,936
72. Veterans' Cost-of-Instruction	1979-86	56,070,000
73. Improvement of Postsecondary Education	1979-86	99,813,000
74. Special Training for Staff & Leadership	1982-86	5,157,975
75. Institutional Aid Programs	1979-86	1,029,592,000
76. Law School Clinical Experience	1979-86	14,500,000
77. Legal Training for Disadvantaged	1979-86	8,895,000
78. Fellowships for Graduate Study	1979-86	76,868,000
79. Fulbright-Hays Grants	1979-86	37,763,000
80. Language Training Studies	1979-86	171,708,000
81. Cooperative Education	1979-86	124,381,000
82. Land Grant Colleges and Universities	1979-83	13,800,000
83. Interest Subsidy Grants	1979-86	210,265,000
84. Loans for Academic Construction	1979-86	89,219,000
85. Territorial Teacher Training Assistance	1979-86	10,633,613
86. Public Library Services	1979-86	519,274,000
87. Interlibrary Cooperation	1979-86	95,266,000
88. College Library Resources	1979-83	21,791,000
89. Library Career Training	1979-86	6,506,000
90. Library Research & Demonstrations	1979-86	3,008,000
91. Grants to Research Libraries	1979-86	47,502,000
92. Education Block Grant (Chapter 2) Education Consolidation & Improvement Act of 1981	1982-86	2,321,889,125
93. Civil Rights Technical Assistance	1982-86	118,963,350
94. Law-Related Education	1983-86	5,914,000
95. General Aid to Virgin Islands	1979-86	18,944,000
96. Minority Institutions Science Improvement Program	1979-86	39,185,000
97. Excellence in Education	1985-86	7,392,000
98. Secretary's Discretionary Program	1983-86	117,236,000
99. Office of Research	1982-86	228,948,000
100. Library Services for Indians & Hawaiians	1985-86	4,571,000
101. Public Library Construction	1983-86	96,533,000
102. Library Literacy Program	1986	4,785,000
103. Carl D. Perkins Scholarship Program	1986	9,570,000
104. National Graduate Fellowship Program	1985-86	4,893,000

Program	Years Funded	Appropriation
105. College Housing Program	1982-86	217,420,000
106. Higher Education Act	1979-86	4,482,523,000
107. Bilingual Voc. Ed. Programs	1982-86	18,271,000
108. Voc. Ed. Community Based Programs	1986	7,178,000
109. Recreation Programs for Handicapped	1981-86	12,089,000
110. Removal of Architectural Barriers to Handicapped	1982-86	40,000,000
111. Emergency Immigrant Education	1984-86	88,710,000
112. Math and Science Grants to States	1985-86	99,282,000
113. Magnet Schools Assistance	1985-86	146,760,000

### Do the Programs Work?

Although over \$49-billion was spent on Education of Disadvantaged Children (Title I - Chapter I) between 1966 and 1986, there has been little, if anything, to show for it. The money was supposed to help culturally deprived black children in inner cities to improve their learning. Yet the SAT scores for blacks still lag far behind those of white students. In fact, functional illiteracy among blacks is increasing due mainly to the teaching methods used in the schools. The growing education underclass is probably a result of this money being spent to increase educational malpractice. Educational malpractice is very expensive. It requires special textbooks, special teachers, special programs. Without the federal money, most school districts would not be able to afford it! Since 1983 the name Title I has been changed to Chapter I. While the name may have changed, nothing else has.

### Right-to-Read

The Right-to-Read program was Pres. Nixon's ten-year effort to wipe out illiteracy in the U.S. He thought that if we could get a man to the moon, we could surely wipe out illiteracy. But obviously, the \$220,300,000 were spent in vain. The reason for this failure is the same as for the failure of Title I: educational malpractice, which is now completely accepted and promoted by the educators as the only way to do things. The entire curriculum of public education now rests on a foundation of malpractice. That is why no amount of money from the federal government will improve anything.

### Bilingual Education

The \$1.6 billion spent on Bilingual Education between 1968 and 1986 is another example of money doing more harm than good. There are many educators who claim that bilingual education retards youngsters in learning to be proficient in English. Thus, it is not surprising that we find large numbers of Hispanic children in the growing educational underclass. Combine bilingual education with educational malpractice in English and you get educational disaster.

## Special Ed

Education for the handicapped (Special Ed) is another area where the taxpayer is being taken to the cleaners. The Office of Special Education and Rehabilitative Services is a vast bureaucracy in Washington with a budget on the up escalator. In 1977, the appropriation for the Handicapped School Programs was \$251,769,924. In 1986 it was \$1,163,282,000. According to the report, "The purpose of the Education for the Handicapped Act . . . is to assist States in assuring that all handicapped children have available to them a free appropriate public education." Who is eligible? "Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, children having specific learning disabilities [our emphasis], deaf-blind children, or multihandicapped children. . . ."

As you might have guessed, this program has spurred an enormous increase in the number of children with learning disabilities. It is relatively easy, in fact routine, for schools to create learning disabled children requiring the benefits of Special Ed. In 1976-77, 796,000 children classified learning disabled were in Special Ed. In 1983-84 that number was up to 1,806,000. It is the largest single group of children in the entire Special Ed program.

The budget of the Office of Special Education and Rehabilitative Services from the years 1984-88 is as follows:

1984	\$1,387,000,000
1985	1,471,000,000
1986	1,494,000,000
1987	1,892,000,000
1988	2,020,000,000

The total for 1984-88 is a whopping \$8,264,000,000. You can do a lot of damage with that kind of money!

## The Rich Uncle Syndrome

In many respects, Congress resembles the soft-headed rich uncle who can't help passing out dollars to any cause that seems worthy. In this case, however, the rich uncle is giving away other people's money: the taxpayers'. The worthy causes include the Allen J. Ellender Fellowships (1973-86: \$13,627,000) permitting the Close Up Foundation to award fellowships to disadvantaged students and their teachers to participate in the Washington public affairs program; or the Inexpensive Book Distribution Program (1978-86: \$50,248,000) to help RIF (Reading is Fundamental, Inc.) give out free books to children; or the Pell Grants (1979-86: \$22,270,080,000) to help college students pay their tuition; or Upward Bound (1979-86: \$965,667,205) to generate skills and motivation for success in education beyond high school among low-income youths; or Talent Search (1979-86: \$1,257,446,000) to find qualified youths with potential for college; or Ethnic Heritage Studies (1974-81: \$17,825,000) to help students learn about their own cultural heritage and the heritages of other ethnic groups, etc. The list could go on for pages.

It is one thing to ask citizens to voluntarily support a cause. It's another to force them to do so via taxes. Few charities can raise the kind of money the federal government heaves out in bushels at the request of Congress.

It is obvious that the American taxpayer is being abused by a Congress that knows no limits on its capacity to spend. The federal deficit means that the Congress has been giving away money it doesn't even have. And it means that the taxpayer will be required to pay more hard cash for his representatives' profligate ways.

Thousands of private schools in America, which do not receive a penny from the government, manage to produce excellence far beyond anything attainable by the public schools. Yet we must support government education because we are entrapped in a web of laws and statutes that guarantee financial support for public education whether it works or not.

If people have become cynical about government it's because they know that there is no justice in a system that forces its citizens to support educational malpractice through taxes. The government will not force its educators to teach properly, perhaps because it doesn't know the difference between the right way and the wrong way of doing things. But there are thousands of Americans who do know the difference but are given no choice in the matter. They must pay or lose their property or go to jail.

There now exists in America a vast constituency of people and organizations on the receiving end of the government's largesse. It is this constituency, politically well organized, that demands more government spending not less.

Typical of this group is the National Education Association which devotes a major amount of its time and energy in getting Congress and 50 state legislatures to vote more money for old programs and more money for new programs. The NEA has by now insinuated itself so deeply in our political process that it can exert enormous pressure on any Congressman or state legislator. The result is that the education budgets keep going up.

And have you noticed how political candidates are praised for having the "courage" to advocate raising taxes to reduce the deficit? Actually, it would take far more courage to advocate cutting the junk and waste out of the government's bloated budgets.

Will there ever be a tax rebellion? Americans still have more freedoms and live better than people anywhere else in the world. So they will complain about taxes but put up with them. The problem is further complicated by the fact that millions of Americans get some kind of benefits from the government, from students on guaranteed loans to senior citizens on social security. Children in public schools now get free lunches, free clinics, and pretty soon free condoms. They're being trained early in life to enjoy the benevolence of Big Brother wearing the mask of Rich Uncle.

But as more and more parents choose the Christian life and remove their children from the public schools, the foundation of the present system will erode away. And while the erosion is taking place it is our task to build new institutions to replace the old, so that when the collapse finally comes, we shall be well prepared for it.

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## Huge Education Bill Passed

The U.S. Senate approved by a vote of 97 to 1 a massive omnibus bill that would reauthorize \$7.4 billion in education programs. Senator Jesse Helms, Republican of North Carolina, cast the

sole opposing vote. Helms said he opposed federal involvement in education, and he objected to a provision of the bill that would expand the National Assessment of Educational Progress to provide state-by-state comparisons of student achievement. Such comparisons,

he argued, would force schools to teach to federal standards.

The bill is known as the "Robert T. Stafford elementary and secondary education improvement act," named after the retiring senator from Vermont. It extends a host of education programs through 1993 and creates several new ones. Sen. Stafford received the NEA's highest award for his contribution to education legislation.

Secretary of Education Bennett criticized some of the new programs as "unnecessary," but he considered the bill on the whole to be "a step forward for education reform." The budget for the Department of Education for fiscal 1988 will most likely be between twenty and twenty-one billion dollars. (Educ. Wk. 12/9/87)

## Vital Reading

Intellectual Schizophrenia by Rousas J. Rushdoony, 1961, paperback, \$5.50. Available from Ross House Books, P.O. Box 67, Vallecito, CA 95251.

Although this book was written in 1959, it is well worth reading today, for it indicates to what extent Dr. Rushdoony was ahead of his time. Those of us who have finally caught up with him are simply saying things about education and the decline of our culture that Dr. Rushdoony said almost thirty years ago. He wrote:

"Between the two concepts of education, the Calvinistic and that of the Enlightenment and contemporary thought, there can be no compromise." (p. 9)

"Covenantal education . . . holds man to be not a passive and blank object, nor a creature of the state, but God's viceregent, created in His image and called upon to establish dominion over all creation -- and over himself." (p. 11)

"The more man and society depart from God, the more they depart from all reality, the more they are caught in the net of self-contradiction and self-frustration, the more they are involved

in the will to destruction and the love of death." (p. 25)

"The Christian cannot rest content with extracting an indulgence for himself; he must attack the fundamental statist concept, separating all education . . . from the state and from state financial aid in any form. Statist education is ultimately the annihilation of man as man." (p. 76)

"There can be no attack on statism without a like attack on statist education. Education must be truly free." (p. 76)

Dr. Rushdoony's accurate vision of the future is best illustrated by this quote from page 79:

"True Christianity today requires so radical a break with the church and Christianity at large, and with contemporary culture, as to be both an unpopular and limited force and yet alone to break with the present culture in terms of governing hope. . . . The rising pressure of cultural decay will thus only intensify both the anxiety and receptivity of man and makes possible, for good or ill, the rise of a new culture."

Today we see two new cultures in America rising on the ashes of the old: New Age paganism and Christian Reconstruction. We can anticipate considerable struggle between the two in the years ahead. But in this age of deadly plagues it is hard to believe that most Americans will fall for the lies of the pagans. Rushdoony writes:

"The end of an age is always a time of turmoil, war, economic catastrophe, cynicism, lawlessness, and distress. But it is also an era of heightened challenge and creativity, and of intense vitality. And because of the intensification of issues, and their world-wide scope, never has an era faced a more demanding and exciting crisis. This then above all else is the great and glorious era to live in, a time of opportunity, one requiring fresh and vigorous thinking, indeed a glorious time to be alive."

To that we add, Amen!