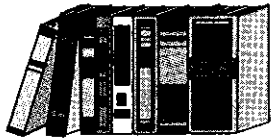


The Blumenfeld Education Letter



"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."

NEA President Interviewed by Communist Party Newspaper

The NEA seems to be the favorite labor union of the Communist Party USA (CPUSA). Back in 1981, after the NEA convention of that year, the CP's official newspaper, People's Daily World, wrote:

"Nowhere in the basic documents of NEA, in their resolutions or new business items, are there any anti-Soviet or anti-socialist positions. . . . It seems unlikely that the path NEA is now taking will be reversed. . . . [I]t will increasingly be fighting shoulder-to-shoulder with fellow trade unionists as the class struggle intensifies." (7/25/81)

In 1987 the People's Daily World praised the NEA as a "bona fide, progressive union," a "militant fighter for better teaching conditions, affirmative action, and peace." It went so far as to hold up the NEA as a model for other unions to emulate:

"The union's progressive policies and united actions indicate that the 1987 convention will continue to provide leadership for its membership and set an example for the labor movement as a whole." (6/25/87)

Herbert Aptheker, a long-time member of the Central Committee of the CPUSA, wrote in the 7/3/87 issue of the People's Daily World:

"Education systems reflect dominant class interests. The kind of transformation the NEA envisions is one that requires, and is part of, a basic change in politics in this country. It is one that would not favor Wall Street and the Pentagon, but would favor the people."

Apparently, the CPUSA is in agreement with the kind of political "transformation" the NEA "envisions," one in harmony with what the Communist Party USA itself envisions.

Thus, with so much praise for the NEA coming from the Communists Party's own newspaper, it should come as no surprise that their World Magazine section of 11/17/88 featured a lengthy interview with Mary Hatwood Futrell, the NEA's president who was re-elected to an unprecedented third term at the July convention.

She was asked about the NEA's participation during the recent election campaign. Her reply:

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"We urged our members to get involved, to make phone calls, stuff mail boxes, go door to door to help register voters and get out the vote.

"We estimate that we had somewhere between 350,000 to 400,000 NEA members involved. NEA had 4,000 to 6,000 members voting in every congressional district and teachers are the most highly registered groups of voters in the country. . . .

"We raised money -- something like \$2.5-3 million, just to support candidates."

NEA Scored Gains

Even though the NEA's presidential candidate lost, Mrs. Futrell was asked whether or not the labor movement had come out of the election stronger. Her reply:

"In many ways we have because we were much more successful at the state and congressional level than we were at the presidential level. For example, 75-80 percent of the candidates we endorsed for Congress won. So we have a stronger, a more pro-education Congress than we had last time -- and we had a pretty strong Congress before.

"When we look at some of the initiatives on the ballot regarding education, we were very successful also. Looking at the gubernatorial positions, the school boards and the state legislatures -- we were very successful."

Mrs. Futrell was asked to assess the status of public education. Her reply:

"I would give public education a B minus. . . . But are we doing a better job? I think we are. That's indicated by the SAT scores, the ACT scores and the National Assessment for Educational Progress.

Comment: Mrs. Futrell and we must be reading different scores! See BEL of Dec. 1986, "The Academic Disaster Worsens"; Nov. 1987, "The SAT Disaster of 1987"; and Dec. 1988, "The SAT Disaster of 1988."

"When you look at the amount of time we spent trying to improve the curriculum, the teaching profession and efforts focused on children, we've made steady progress."

Mrs. Futrell said that all of this "progress" was made despite the Reagan administration which had recommended cuts in educational funding.

School Integration Not Working

As for racial desegregation, Mrs. Futrell painted a bleak picture:

"The reason is tracking. Tracking, in and of itself, has created racial segregation in the schools along academic lines. . . . If you go into the academic program, most of the students will be white, with some Asians. If you go into the general track, you'll find a better mix. But once you get to the vocational track or remedial track, the class will be almost all Black, Hispanic or poor. And I say poor because most poor kids in America are white, not minorities, even though minorities make up a disproportionate share.

"So we have segregated schools within our desegregated schools."

Is the NEA making an issue of tracking?

"I tell NEA Members, 'As long as the tracking system continues you and I will be blamed for not educating the children. . . . If we care about the children, if we care about the profession, if we care about the public schools then we cannot allow this system to stay.'"

The interviewer asked Mrs. Futrell about the NEA delegation that visited the Soviet Union in 1987 to meet with the teachers union there. Was this a useful meeting? She replied that she had not gone, but that Executive Director Don Cameron had gone and that the meeting was "very positive."

"The most frequent topic raised was the issue of peace," she said. "We will be inviting the Soviets to visit us. . . . Whether the State Department will let them in is a totally different question."

The State Department has a policy of not allowing American trade unionists to meet with Soviet trade unionists because the latter are government controlled. Mrs. Futrell was asked what she thought of that policy.

"I think it's a bad policy. . . . That's not to say we don't have Soviet dignitaries here, because we have them all the time."

Comment:

Most informed Americans would consider the People's Daily World to be a contemptible rag that stands for the bankrupt policies of a discredited totalitarian ideology. The members of the CPUSA represent the worst of the Stalinoid barbarians among us. They approved the Soviet Union's invasion of Afghanistan, the brutal Sandinista regime in Nicaragua, the persecution of Christians in the communist world, the enslavement gulags, Castro's Caribbean nightmare that has driven a million Cubans into exile, and a thousand other communist atrocities. That Mrs. Futrell should consent to be interviewed by this slavish, routine purveyor of Soviet disinformation tells us something about her own warped sense of values. Apparently she finds leftist totalitarians to be more friendly folk than conservative Republicans and Christian fundamentalists.

NEA Officials Visit Soviet Union

An NEA delegation visited the Soviet Union at the invitation of the Education and Scientific Workers Union (ESWU) between Sep. 28 and Oct. 12, 1988. The apparent aim of the visit was to see how the NEA and the ESWU could work together for world peace.

The NEA delegation included NEA Secretary-Treasurer Roxanne Bradshaw; Dennis Giordano, president of the New Jersey Education Association; Eva Patrick, NEA director from Pennsylvania; Gene Dryer, NEA Northeast regional director; and Don Cameron, NEA Executive Director.

The group visited Moscow, Leningrad and Nalchik, a southern resort town. According to Cameron, "Our hosts were eager to discuss three topics: perestroika (restructuring), glasnost (openness), and mir (peace). Mostly, they talked about peace."

The group was impressed with the fact that Russian students start learning English in the third grade. "The ability of so many Soviets to speak a foreign language gives the USSR a decided edge in the world's political and economic marketplace," said Cameron. "The USSR has more teachers of English than the USA has students of Russian."

Everyone Talks Peace

The American educators spoke with many people, including representatives from the Children for Peace movement. "The Soviets love to talk about things on their minds -- but mostly both children and adults want to discuss peace," said Cameron.

The NEA executive director reported that the ESWU leaders also talked of peace. "They were interested not only in arms reduction negotiations, but in

how our two organizations could work together for world peace."

In his report Cameron made this observation: "When it comes to today's war and peace questions, the USSR offers exasperating, if fascinating, contradictions. Its government, founded in revolution, has a long history of military interventions in other countries; yet its current officials and citizens talk with conviction of advancing the cause of world peace, of nuclear weapons reductions, of summit meetings.

"The NEA delegation to the Soviet Union can't explain this contradiction, but we did verify that it exists." (NEA Today, Feb. 88)

Comment:

The NEA visitors, like a group of innocents abroad, are apparently so ignorant of communist strategy that they can't see it when they are subjected to it. Vladimir Bukovsky, in his booklet, "The Peace Movement and the Soviet Union," writes:

"The 'struggle for peace' has always been a cornerstone of Soviet foreign policy. . . . Or as Lenin put it, 'As an ultimate objective peace simply means Communist world control.'"

Communists believe in a continued hot and cold conflict between capitalism and communism until total communist victory -- otherwise known as "peace" -- is achieved. Therefore, those who truly want "peace" as the Soviets define it must work for that ultimate communist victory.

It should be remembered that the Soviets launched their invasion of Afghanistan on Christmas 1979 and in September 1980 launched a new "peace" offensive through their World Peace Council. Thus, while they were butchering Afghan men, women and children, they staged, in Pravda's words, "the biggest gathering in history for peace" in Sophia, Bulgaria. More than 2,200 peace-lovers from 137 countries attended.

Meanwhile, for the next eight years the Soviets proceeded to devastate Afghanistan, carrying out planned genocide. They are supposed to leave that war-torn country in February 1989. But while the NEA delegation was in the USSR, the war was still raging. Thus, we can understand why the NEA dummies were somewhat confused.

Vladimir Bukovsky spent twelve years in Soviet prisons, work camps, and psychiatric hospitals before being released to the West in 1976. The NEA could do well to invite Bukovsky to lecture them on the meaning of the communist vocabulary. His informative booklet is available from The Orwell Press, Committee for the Free World, 211 East 51 St., New York, NY 10022.

1988-89 Resolutions Reflect NEA's Arrogance and Lust for Power

Part I

Anyone who bothers to read through the 244 resolutions adopted by the NEA Representative Assembly at their last convention in July will be dismayed and disgusted by the arrogance, greed, lust for power, hypocrisy and self-righteousness that one finds in virtually every line of that document. There is not a single sentence in those resolutions in support of parents rights, traditional values, patriotism, or economic freedom.

The NEA favors socialized medicine (A-16) and the government's unlimited power to tax and spend (A-14g). It opposes Tuition Tax Credits (A-12) and Voucher Plans (A-13). It favors adoption of the Metric System (B-19) and wants lessons about organized labor included as "an integral part of the curriculum in our schools." That resolution (B-18) states:

"The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that

have been provided by the unions involved in the labor movement and the individuals who led the movement."

We wonder if the NEA will include information about Concerned Educators Against Forced Unionism (CEAFU) in that program!

The NEA opposes sexism and wants "nonsexist language" to be used by all schools. Sex-stereotyping is out. (B-12)

But homosexuality is in. Its resolution (C-11) reads:

"The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling for students who are struggling with their sexual/gender orientation."

Sex Education and AIDS

The NEA favors "sensitive sex education" and wants teachers in this area to "be legally protected from censorship and lawsuits." (C-26) Sex education is to include information "on birth control and family planning, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment," etc.

And to keep parents from meddling in the student-teacher relationship, the NEA favors "Privileged Communications." That resolution (F-33) states:

"The National Education Association believes that communications between certificated personnel and students must be legally privileged. The Association further believes that communication between administrators and other school employees must be kept private without the consent of the affected school employee. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students."

Protects them from whom? The parents, of course.

The NEA favors AIDS education (C-41). "Information on prevention options must include abstinence and medically accepted protective devices," the resolution states.

The NEA is opposed to mandatory testing of students for AIDS, "except where legally defined probable cause exists." (C-42) It favors permitting students with AIDS to attend school. (C-43) It opposes mandatory drug, alcohol or AIDS testing of school employees or school employment applicants (F-40, 41).

As for educational employees with AIDS, the NEA believes that they "shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action" just because they've tested positive for AIDS. (F-42)

The NEA also believes that education employees should be guaranteed "the right to be free from fingerprinting as a condition of employment" and "the right to refuse any type of polygraph, or lie detector, test." (F-31)

The NEA favors statehood for the District of Columbia (H-5); getting rid of nuclear power plants (A-30); "the passage of legislation proclaiming Martin Luther King Day as a state holiday in every state" (I-9); stricter gun control laws (I-22); sanctions against South Africa (I-36); the Equal Rights Amendment (I-14); and Comparable Worth. Concerning the latter, resolution F-3 states:

"The 'market value' means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society."

NEA on Abortion

Nowhere in its resolutions does the NEA use the word abortion. However, abortion is implicitly condoned in the resolution on family planning (I-16), which states:

"The National Education Association supports family planning, including the right to reproductive freedom.

"The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.

"The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel."

NEA on Religion

In 1988 the NEA adopted a one-sentence resolution (E-5) stating its belief "that educational materials should accurately portray the influence of religion in our nation and throughout the world."

However, lest anyone get the impression that the NEA has suddenly found religion, their resolution on Academic and Professional Freedom (E-6) should set the record straight. It states:

"The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote antipublic education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist."

In other words, academic freedom is only for atheists who agree with the NEA. Promoting "antipublic education agendas" no doubt means advocating that the government ought to get out of the education business, a very unpopular idea among NEA leaders. Yet that same resolution states:

"Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of

view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student."

In other words, academic freedom is only what the professional staff says it is. If they don't like your point of view, it is not included in the discussion. That sort of thing is usually called "censorship," but to the NEA it's "academic and professional freedom."

This is the sort of hypocrisy that permeates the NEA's mindset and makes the Association so offensive and despicable. Their resolutions even include one on Extremist Groups (C-60), stating:

"The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools. It urges its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association."

Is the Communist Party USA included in the NEA's concept of extremist groups? Apparently not, for the NEA president herself consented to be interviewed by the People's Daily World! Yet, when Americans refer to the extreme left they mean the totalitarian-minded Communist Party. You can't get further left than that.

NEA on Globalism

The NEA, of course, strongly favors Multicultural/Global Education, which downplays patriotism and emphasizes "our interdependency." The resolution (C-20) states:

"The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity

of U.S. 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.

"The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs."

Note that public education no longer promotes a common American heritage that our citizens, particularly the children of immigrants, can proudly adopt. Instead, we are to promote cultural diversity and develop pride in the culture of our group of origin. Obviously, in such a curriculum a "Pledge of Allegiance" has no place.

Teachers are to be trained to inculcate multiculturalism, and states are to mandate its implementation. In other words, it is to become the official policy of the government schools to promote every possible culture but an American one!

NEA on Peace

The NEA also has a lot to say about World Peace and Nuclear War. According to resolution I-30, the NEA "recognizes the interdependence of all people" and "believes that peace is superior to war and, in this nuclear age, is basic to survival." It supports the creation of a "U.S. Institute of Peace" in which "peacemaking and conflict resolution skills" can be developed.

The NEA also wants a "verifiable freeze" on nuclear weapons and classroom programs to teach children about the horrors of nuclear war. Resolution I-34 states:

"These [classroom] materials should include activities dealing with peaceful conflict resolution as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace."

What does the NEA mean by achieving peace? The U.S. is at peace with the Soviet Union thanks to our nuclear deterrent. The Soviet Union is at war with the people of Afghanistan, who have no nuclear deterrent, yet there is no mention of this in the 244 resolutions of the NEA.

Apparently, to "achieve peace" you must get rid of the weapons that protect you from attack!

NEA on Central America

The NEA further betrays its leftist extremism by its imbecilic resolution on Universal Teacher Rights (J-8):

"The Association condemns all governments for their roles in any acts of injustice against teachers and their organizations and, thus, the children of those countries. It urges the U.S. government to refrain from supporting any governments, such as those of El Salvador and Guatemala, that suppress academic freedom and literacy.

"The Association urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government, such as that of Nicaragua, or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions."

It is a pity and a great tragedy that American teachers must be represented by an organization that so clearly supports and promotes policies and positions in complete harmony with those of the totalitarian left.

American teachers, at one time, represented American values, and probably many teachers, individually, still do. But by lending their support to the NEA -- and in many cases they are forced to do so by unconstitutional bargaining agreements -- they are destroying the public's respect for their profession.

Next Month

Part II: The Goal is Total Power Over the Profession

Vital Reading

Taxscam by Alan Stang, Research Publications, P.O. Box 84902, Phoenix, AZ 85071. \$9.95, plus \$1.50 for postage and handling. 294 pages.

Now that the tax season is upon us, it behooves every citizen to learn something about our income tax system. The Sixteenth Amendment to our Constitution gave Congress the right to tax incomes. It says, "The Congress shall have the power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States and without regard to any census or enumeration."

To undersand why the amendment was so worded, you will have to read this instructive book. The Constitution forbade Congress from laying any direct taxes without apportionment. Disputes that have arisen over the income tax revolve around the meaning of the words "income" and "source derived" and the distinction made in the Constitution between direct and indirect taxes.

It goes without saying that the income tax was challenged in the courts from the very beginning, and it is that judicial history, so painstakingly researched and presented by Stang, that makes this book so fascinating, scholarly, and useful.

The reason why the arguments in this book are important is because they show that there is indeed a real dispute over whether "wages" are income or property. The courts have ruled that the income tax is an indirect tax, that is, not a tax on the source, but a tax on income from the source -- such as a tax on interest or earnings from investment. Are wages income or property? Read this book and come to your own conclusion.

Vital Dates

Second Annual PURE Convention: Christian Liberty Academy, Arlington Heights, IL. Fri-Sat, Apr 28-29, 1989. Contact: Owen Haney (806) 359-7048.

Vital Quotes

"Everything in life is a miracle, an amazing God-created fact. To view creation in naturalistic and evolutionary eyes, and to see it as a cold, blind, and purposeless realm, is to be blind to both God and the world.

"The universe is a spectacular, God-created realm, and so too are we. . . . If our vision of creation is bereft of God and His presence, we are then miserable and lonely men. We walk alone, without comfort nor hope, and we are a small speck in a mighty ocean. All we have then is a realization of the oppressive fact of sin, not the reality of the presence and power of God."

-- R. J. Rushdoony

"America's school system is in deep, deep trouble. The fact is if we do not restructure our schools, this nation will be out of business by the year 2000. We cannot have a world-class economy with dropout rates that average 25 percent. That they approach 50 percent in our cities is a national disgrace."

David T. Kearns, Chairman, Xerox Corp.
(Educ. Wk. 11/2/88)