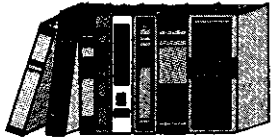


The Blumenfeld Education Letter



"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 1988-89 Resolutions

Part II

The Goal is Total Power Over the Profession

The NEA has a problem: it wants teaching to be regarded and respected as a profession but it wants teachers to behave like militant, politicized unionists. The thrust of the Carnegie Forum's plan for a system of National Certification is to make the teaching profession comparable to law and medicine in its training and organization. But nowhere in that plan is there any acknowledgment that teaching is not a profession in the sense that law and medicine are.

For example, parents cannot perform appendectomies on their children, but they can teach their children the basic school subjects better than many, if not most, teachers. In fact, there is now such widespread educational malpractice in America's public schools, that parents are withdrawing their kids because of it.

Nor are doctors and lawyers organized into monolithic unions with totalitarian agendas. Doctors and lawyers are individuals who are free to practice their professions in any legal way they wish. The American Medical Association and the American Bar Association

do their best to advance the interests of doctors and lawyers. But neither association is a militant, politicized trade union whose membership lives off the taxpayer.

Nevertheless, the NEA is proceeding on the assumption that teaching is a profession and that the NEA should be in complete control of that profession.

NEA Leaders Call for Power

This drive for power is not new. In 1967, Sam Lambert, then executive secretary of the NEA, said:

"NEA will become a political power second to no other special interest group. . . . NEA will have more and more to say about how a teacher is educated, whether he should be admitted to the profession, and depending on his behavior and ability whether he should stay in the profession."

In 1969, George D. Fischer, newly elected president of the NEA, told its Representative Assembly:

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"A good deal of work has been done to begin to bring about uniform certification controlled by the unified profession in each state. A model professional practices act has been developed, and work has begun to secure passage of the act in each state where such legislation is needed. With these new laws, we will finally realize our 113-year-old dream of controlling who enters, who stays in, and who leaves the profession. Once this is done, we can also control the teacher training institutions."

Enter Carnegie

In 1986, the Carnegie Foundation, which engineered the far-reaching U.S.-Soviet education exchange accords, issued its report on teacher training entitled: "A Nation Prepared: Teachers for the 21st Century." According to the Boston Globe of 4/26/87:

"Teachers need more power and responsibility if America's tattered educational system is to be reformed, New York Times Foundation president Fred M. Hechinger said yesterday.

"Speaking before a national conference on teacher creativity at the Sheraton Boston Hotel, Hechinger, who also writes an education column for the Times, said the teaching profession needs to create and monitor its own professional standards and become a self-governed field like law, medicine and accounting.

"In past efforts to reform education, the role of the teacher has been overlooked," said Hechinger, a member of the Carnegie Panel on Teaching as a Profession, and coauthor of a 1986 Carnegie report called 'A Nation Prepared: Teachers for the 21st Century.'

"The teacher is key to education reform. If teachers don't believe in it, it won't work. They need more control over curriculum."

"The alternative is the continuing decline of the United States as a country and the continuing growth of a

new permanent underclass in America who will spend their lives in crime or on welfare or both.'

"To make teaching more professional, Hechinger said, people who want to be teachers should major as undergraduates 'in subject areas, preferably one which they plan to teach' and then get advanced degrees in education.

"New teachers, he said, need 'one or two years of internship or residency, comparable to what happens after medical school.' . . .

"Hechinger said the Carnegie group is spearheading the creation of a National Board of Professional Standards for Teachers, made up mostly of teachers who would administer a voluntary teacher certification program nationwide, just as doctors must be certified for specialties such as surgery. . . .

"Individual teachers also need higher salaries, he said. 'The top professional level of teacher should be paid \$60,000.'"

The True Aim of "Reform"

What does all of this "reform" mean, and why is Mr. Hechinger and the Carnegie Foundation in the middle of it all? First of all, Mr. Hechinger is the education editor of the New York Times, which means that dissident views such as ours will get no hearing in the nation's most prestigious newspaper of record. Second, Mr. Hechinger tells us that teachers "need more control over curriculum."

What curriculum is he talking about? The one that will come out of the U.S.-Soviet exchanges? That agreement, signed in Geneva in November 1985, commits the U.S. and U.S.S.R. to the "facilitation of the exchange by appropriate organizations, of educational and teaching materials (including textbooks, syllabi and curricula) materials on methodology, samples of teaching instruments and audiovisual aids."

The NEA's Curriculum

Meanwhile, the NEA is pushing Multiculturalism and Globalism -- to weaken patriotism and promote "interdependence." Controlling the curriculum of public education is tantamount to controlling the future of the United States. It is interesting that this concerted drive to control curriculum and teacher training is being carried out by the NEA, the Carnegie Foundation, the State Department, and the establishment media. The aim is to remove the public schools from local and even state control and bring them all under the central control of a private union, a private foundation, and the private media impervious to parental or local influences.

In other words, the taxpayer-owned "public" schools are being hijacked by leftist private agencies to be used to carry out their social and political agendas -- at taxpayer expense!

Hijacking Public Education

The scheme boggles the mind. However, the key to the whole project is "teacher control" of the public schools and their curricula. The NEA resolutions indicate how that control is to be achieved. Resolution B-1 states:

"The primary authority to recommend instructional improvements should lie with the teachers through a democratic decision-making process. . . .

"The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the developing of technology in the most educationally sound directions."

Incidentally, although the NEA pays much lip service to "professional excellence," it strongly opposes competency testing. Resolution D-3 states

"that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking or promotion of licensed teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation."

In other words, student failure may never be used as an indication of teaching failure. If students don't learn to read, write, spell, add, etc., it has nothing to do with what the teacher did or did not teach.

Controlling Training and Licensing

On the matter of teacher training, the NEA believes that such training must meet with the approval of the National Council for Accreditation of Teacher Education (NCATE), and that the latter must include representatives of the "teaching profession." (G-1)

Concerning certification, the NEA "supports voluntary professional certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association asserts that this function must be fulfilled by a national standards board of professional educators that is composed of a majority of practicing public school teachers." (G-2)

Who Sets the Standards?

The standards for the profession are to be set by the teachers themselves. Resolution G-3 states that "the profession must govern itself," and that each state's professional standards board should be "composed of a majority of practicing public school teachers." The resolution further states:

"Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be

recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation."

What About Private Schools?

In other words, the NEA will establish the standards for licensure. Will this lead to NEA control of private schools? Resolution G-4 states:

"The National Education Association advocates rigorous state standards for entry into the teaching profession. . . . A teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K-12). . . .

"The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies."

It is disgusting how smug, arrogant, and self-righteous these public servants have become in their naked grab for power over the system that has hired them. Technically, the public schools are owned by the taxpayers of each school district. But the "professional educators" now behave as if they were the sole proprietors of the entire system. Their success, of course, is due to their control of state legislatures, city councils, and local school boards.

The Key to Power: Politics

Political activism makes such control possible, and political activism is encouraged by NEA leadership. Resolution H-1 states:

"The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. . . . It urges local affiliates to seek written governing board

policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss. . . .

"The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates."

Employee Benefits Galore

It is interesting to note how, in matters of certification and curriculum, the NEA refers to its members as "professional educators," but in matters of political activism refers to them as "education employees." The latter, no doubt, includes janitors, bus drivers, and full-time union organizers. When they wear the "professional educator" hat they want to be regarded as fountainheads of pedagogic wisdom, anointed to lead the nation into its multicultural, humanist future. When they wear the "education employee" hat they demand every possible employee benefit they can gouge out of the taxpayer. Resolution F-4 states:

"The Association further believes that education employees should be provided with benefits including, but not limited to --

- a. Comprehensive health insurance

- b. Sick leave, with unlimited accumulation
- c. Personal leave
- d. Maternity/paternity leave, including adoption
- e. Dependent care leave
- f. Sabbatical leave
- g. Paid professional leave
- h. Paid association leave
- i. Workers' compensation
- j. Life insurance
- k. Severance pay
- l. Tuition reimbursement
- m. Personal assault protection
- n. Long-term physical and mental disability insurance
- o. Benefit extension for laid-off employees
- p. Religious leave
- q. Retirement compensation
- r. Unemployment compensation
- s. Vision insurance
- t. Dental insurance
- u. Legal insurance
- v. Reimbursement for damage to or loss of personal property at work site."

The NEA wants it all, and we see no serious obstacle in its way. As long as the "educators" can con the taxpayers into paying the bill, and as long as parents keep delivering their children to the lobotomy mills known as public schools, the NEA's resolutions will not have been written in vain.

Can the Plan Be Upset?

The only way to derail this NEA plan is for parents to withdraw their children from the public schools and to put them in private, church, or home schools. Christians who believe that they can "take back" the public schools

by getting elected to a school board or by complaining to the superintendent about humanist textbooks simply do not understand what they are up against. And the longer Christians delay their decision, the more children will be hurt and destroyed by the system.

As for those Christian teachers who wish to remain in the system as "missionaries," they ought to, at least, not join the NEA and contribute to its support. But in districts with "agency shops" this may be virtually impossible. The only practical solution is for Christian teachers to organize nationally and fight the NEA from a position of strength. For help in doing this we recommend getting in touch with the following organizations:

Concerned Educators Against Forced Unionism (CEAFU), 8001 Braddock Road, Springfield, Virginia 22160, (703) 321-8519.

National Association of Christian Educators (NACE), P.O. Box 3200, Costa Mesa, California 92628, (714) 546-5931.

Judge Upholds Removal of Religious Books from Schools

A federal judge has upheld a Winchester, Colorado, principal's decision to require a 5th-grade teacher to remove religious-oriented books from a classroom library and a Bible from his desk.

Kenneth Roberts of the Berkeley Gardens Elementary School had argued that the principal's action violated his First Amendment rights. The books were only part of a library available to students during a daily silent-reading period, he insisted, and were not used for religious purposes. Mr. Roberts often read the Bible to himself during that period.

But Chief Judge Sherman G. Finesilver of the U.S. District Court for the District of Colorado cited the

books' potential effects on "impressionable" youths in denying the teacher's claim.

"In the instant case," he wrote, "we must balance Roberts' right to free speech against his students' right to be free of religious influence or indoctrination in the classroom."

"We find that the balance lies in the students' favor," Judge Finesilver continued. "Notwithstanding Roberts' arguments to the contrary, 5th-grade students are vulnerable to the examples set by their teachers."

A spokesman for Concerned Women for America, the group that represented Mr. Roberts, said that it would file an appeal. (Educ. Wk. 1/18/89)

Comment:

With judges like Sherman Finesilver, who needs a Constitution?

Clearly, this judge is very confused. To begin with, the Constitution protects freedom of religion, not freedom from religion. Judge Finesilver has interpreted the Constitution, which apparently he hasn't read in a very long time, as protecting the students' right to be free from religious influence or indoctrination. There is no such right or protection written in our Constitution.

Meanwhile, the teacher's right to exercise his religion in a very discreet, personal, and unobtrusive way is denied. Yet, that teacher's right to religious freedom is actually spelled out in our Constitution.

So, whose right is the court obligated to uphold: the one stated in the Constitution, or a fictitious right invented by a judge who, by the way, took an oath to uphold the Constitution of the United States. Maybe the judge thought he was taking an oath to uphold some other constitution, such as the one they have in the Soviet Union which guarantees freedom from religion.

The judge is concerned about the vulnerability of 5th-graders. Yet he

ignores the fact that these same "impressionable" youngsters are being constantly bombarded in their classroom by the doctrines and tenets of secular humanism and New Age crackpottery and paganism. That secular humanism is a religion was established by U.S. District Court Judge Brevard Hand in Smith v. Board of School Commissioners of Mobile County, Alabama. In that ruling of March 4, 1987, Judge Hand wrote:

"All of the experts, and the (plaintiffs) agreed that (humanism) is a religion which: makes a statement about supernatural existence a central pillar of its logic; defines the nature of man; sets forth a goal or purpose for individual and collective human existence; and defines the nature of the universe, and thereby delimits its purpose. . . .

"The entire body of thought has three key documents that furnish the text upon which the belief system rests as a platform: Humanist Manifesto I, Humanist Manifesto II, and the Secular Humanist Declaration. . . .

"For purposes of the First Amendment, secular humanism is a religious belief system, entitled to the protections of, and subject to the prohibitions of, the religion clauses."

Judge Hand then ordered textbooks promoting secular humanism to be removed from the public schools of Alabama.

The Reversal

Five months later, on August 26, 1987, the Eleventh Circuit Court reversed Judge Hand's order banning the books. The court did not question Judge Hand's finding that secular humanism is a religion, but merely asserted that the textbooks were not promoting it.

Judge Frank M. Johnson Jr. wrote: "Use of the challenged textbooks has the primary effect of conveying information that is essentially neutral in its religious content to the school children who utilize the books; none of

these books convey a message of governmental approval of secular humanism.
 . . .

"There simply is nothing in this record to indicate that omission of certain facts regarding religion from these textbooks of itself constitutes an advancement of secular humanism or an active hostility towards theistic religion."

Note the judge's wording: "None of these books convey a message of governmental approval of secular humanism." In other words, if they did, they'd be banned. Yet, we know that the entire public school curriculum reflects the secular humanist worldview. Most people can't see this because they assume that religious neutrality infers the absence of religion. But the appearance of neutrality is quite deceptive. As Dr. R. J. Rushdoony has written:

"To exclude God from education is not neutrality but warfare."

Dr. Rushdoony has further written: "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."

Schools are Establishments of Religion

In other words, the schools in the Soviet Union are establishments of the Marxist-Leninist religion; the schools in the Puritan colonies were establishments of orthodox Christianity; and the public schools of America are establishments of secular humanism. The textbooks of these schools reflect their respective worldviews. The recognized hallmark of a secular humanist textbook is its supposed religious neutrality. In fact, its premise is that God does not exist.

Isn't it strange that the very book on which President Bush placed his hand while taking his oath of office is the same book that Judge Finesilver has ordered out of the public school? And isn't it strange that President Bush's

first official act as President was a prayer to the very God whose scripture he adheres to?

Apparently, the public display of religious faith by the President of the United States on national TV is acceptable. Why? Because the people find it acceptable. But the display of that same faith by a teacher in a public school classroom is deemed harmful by "professional educators" and must be forbidden. No wonder Americans are confused.

Are We Like Pavlov's Dogs?

Back in the 1920s, Professor Pavlov demonstrated in his laboratories in Russia that you can induce neurotic behavior in dogs by sending them conflicting signals. He called these conflicts "collisions." In human beings, these "collisions" produce paralysis of behavior or nervous breakdowns.

Today Americans are bombarded with more conflicting signals than they can cope with. Here are a few:

- * Nuclear bombs will blow us all up; nuclear weapons will protect us from attack.

- * Nuclear energy will cause disastrous accidents, so we must switch to coal; coal burning produces unacceptable acid rain.

- * The Soviet Union is our enemy and we require a huge defense system to protect us; the Soviet Union is our friend and we invite KGB agents into our classrooms to teach us about peace.

- * Teachers are "professional educators": teachers are education employees and militant unionists.

- * Parents have the right to kill unborn children; parents have no right to determine how and what their children are to be taught in public schools.

Conflicting signals produce public indifference, escapism, apathy, neutrality and paralysis. This is what

those planning to enslave us want: no resistance.

But human beings are not dogs, and they can find out the truth if they take the trouble to.

More Teachers Run for Office

In a 1986 study of legislators' occupations conducted by the National Conference of State Legislatures, approximately 8 percent of lawmakers nationwide identified themselves as educators. The figure included teachers, coaches, school or college administrators, and professors.

Some 16 percent of the lawmakers identified themselves as "attorneys" and 14 percent as "business owners."

But in many states, legislators engaged in "education" outnumber those coming from any other profession. In Rhode Island, for example, 24 percent of lawmakers are educators, as are 19 percent in Delaware, and 14 percent in Colorado, Indiana, Michigan, Oregon and West Virginia. (Educ. Wk. 11/2/88)

Teenage Pregnancy Costs Fed \$19.3 Billion

According to an estimate by the Washington-based Center for Population Options, teenage pregnancy cost the federal government at least \$19.3 billion in 1987.

The money represented the federal share of Aid to Families with Dependent Children (AFDC), Medicaid, and food stamps for all families in which the mother had had her first child when she was in her teens.

The estimate did not include spending for public housing, social services, special education, and other services for teenage mothers and their children. (Educ. Wk. 10/5/88)

Teenage Gunman Kills Two In South Carolina School

An 8-year-old girl was killed and 10 others were injured when a teenage gunman entered the Oakland Elementary School in Greenwood, SC, on Sept. 26 and opened fire in the cafeteria and a classroom. One of the injured, Tequila Thomas, 8, died of her wounds Sept. 29.

Police have charged James William Wilson, 19, of Greenwood, with first-degree murder and assault with intent to kill. Wilson told a local newspaper that he was copying a similar rampage last May in Winnetka, Illinois, in which one pupil was killed and six others wounded. (Educ. Wk. 10/5/88)

Vital Quotes

"In our experimental animals (dogs) we have already obtained obvious experimental neuroses as well as means for treating them. . . . Now it seems to us quite feasible also to develop in the same animals phenomena somewhat analogous to those which in human beings are termed psychoses. . . .

"The power of our knowledge over the nervous system will, of course, appear to much greater advantage if we learn not only to injure the nervous system, but also to restore it at will. It will then have been really proved that we have mastered the processes and are controlling them. Indeed, this is so. In many cases we are not only causing disease, but are eliminating it with great exactitude, one might say, to order."

-- Dr. Ivan Pavlov, quoted in Essays on the Patho-Physiology of the Higher Nervous Activity. Published in Moscow, 1954, pages 185, 201.

Vital Dates

Second Annual Convention of Parents for Unalienable Rights in Education (PURE): Christian Liberty Academy, Arlington Heights, IL. Fri-Sat, April 28-29, 1989.