

# 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 these risks.  
"Without vision, the people perish."

## What Forced Busing Did to Boston's Public Schools

Twenty years ago a liberal federal judge inflicted forced busing on the citizens of Boston. The following article by Sen. William M. Bulger, president of the Massachusetts state Senate, is a summing up of the devastation caused by that stupid court order. Entitled "Twenty Years After Busing, the Damage Remains," it was published in the *Boston Globe* of April 22, 1994. We've had it in our files for a year, waiting for the opportunity to reprint it for the benefit of readers outside of Boston who may have read about the riots that took place when forced busing was first implemented and are curious to know how well this court order succeeded in improving education for both blacks and whites in the legendary Athens of America. Mr. Bulger has a way with words that makes reading him a distinct pleasure. He writes:

Decapitation is the swiftest cure for headache. It has never become a popular remedy because of deleterious side effects.

US District Judge W. Arthur Garrity Jr. ignored those homely facts when he inflicted the scourge of busing on the children and parents of Boston two decades ago this June. As with so many human tragedies, the plan to uproot children from their communities on the basis of skin color was presented

as a panacea. It proved to be an unrelieved disaster.

Unlike decapitation, busing failed to achieve its fundamental purpose. Imbalance is now greater than it was two decades ago; in some instances schools are 90 percent nonwhite.

But like decapitation, the side effects of busing were lethal. Our school system, once highly regarded, became a scandal, an educational vacuum rife with violence, crime, teen-age pregnancies, truancy and dropouts. Many graduates are functional illiterates, unable to compete, deprived of the lives they might have led if educated. That disability will cripple most of them for life. It is a death of a different sort.

Busing was espoused by an alliance of zealots suffering from a messianic delusion of social purpose. They were committed to the laudable goal of desegregating society but would not discuss whether busing was the way to accomplish it. Their simplistic syllogism explained that: 1, busing is synonymous with desegregation; 2, synonyms mean the same thing; 3, thus, anyone who opposes busing opposes desegregation.

The complex orchestra of the media, embracing that cruel and inane conclusion, effortlessly made the quantum leap to equate any opposition to busing with racism. There was a ruthless effort to stone individuals and entire communities into silence with that epithet.

The architects of the scheme were scornful of the importance to our city of ethnic communities. They did not—or would not—understand that local schools, like libraries and churches, are local institutions essential to the community. It was not bringing chil-

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dren into the communities but taking them out that endangered those diverse identities.

The American dream, if analyzed thoughtfully, is not wealth or business success as such. It is to have control over one's life. The rich think they can buy it, and perhaps some can. Urban ethnic groups, lacking affluence, find a significant measure of that ideal in the continuity of tradition and order and familiar institutions of their communities. That diversity is essential to the fabric of American society. Devalue it here and we devalue Boston. Devalue it nationally, as is being done to a conspicuous degree, and we will witness the continuing decline of American cities.

Busing was a viciously discriminatory program. Most of its noisiest proponents lived in the all-white citadels of the suburbs. Those who lived in cities could afford to send—and did send—their children to private schools. Only those with thin pocket-books—primarily urban, ethnic Catholics—were victimized. They were innocent third parties. They had in no way been involved in the School Department conduct of which nonwhites complained. But it was their children who were to be deported from the schools that generations of their families had attended.

During the height of the dispute, I asked a woman who held a powerful newspaper position, "Why are you for this when you know that only the poor will suffer?" She answered: "Because they can't avoid it. They have to comply." How wrong she was! She did not understand that even the poor will not stand by while their children are moved about like pieces on a chessboard by aloof elitists playing social games.

Busing is an acknowledged failure. But much of its peripheral damage remains. One result is that a group of white supremacists want to parade in the streets of South Boston. It is an insult to a community that despises the doctrine that any group that preaches racial or religious intolerance. I know I speak for the majority of South Boston residents when I say we want no part of them or any like them.

All of these things we owe, directly or indirectly, to Judge Garrity's improvident decisions. Now it is suggested that a Boston school should be named for him. I believe he deserves more. When one views the state of disaster to which our schools were reduced by his fiat—the blood, tears and waste of human lives that have resulted from busing—would it not be more seemly to call the whole thing the W. Arthur Garrity Jr. school system?

He destroyed all that was good in what we had. He deserves to be remembered for it.

**Comment:** If you live in a city or community

that is being threatened with forced busing to achieve some liberal judge's utopian fantasy of racial balance, make copies of Senator Bulger's article and circulate it far and wide.

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## Computer Files on U.S. Students Resemble Chinese Communist Model

In our May 1994 BEL, we reported on the Data Collection System for the New World Order presently being constructed at the U.S. Dept. of Education's Center for Education Statistics. This is all part of the Goals 2000-Outcome Based Education scheme of monitoring every student in America so that they can be controlled by our ruling elite. Thus, it should come as no surprise to learn that a similar monitoring system has existed in Communist China for some time. Evidence of this was reported in the *New York Times* of March 16, 1992 under the heading of "Beijing Journal: Personal File and Worker Yoked for Life." The report states:

Behind a locked metal grill door on the second floor of the Beijing Engineering Design Institute is a small room stacked with files from floor to ceiling. There is a file here on each of the institute's 600 employees, and although they are never allowed to peek inside, they live all their lives with their file looming over them.

As part of China's complex system of social control and surveillance, the authorities keep a *dangan*, or file, on virtually everyone except peasants. Indeed, most Chinese have two *dangan*: one at their workplace and another in their local police station.

"Here's one, a man called Ji," Zhang Yuhong, a 34-year-old Communist Party member and *dangan* clerk at the design institute, said as she skimmed through the loose-leaf binder that served as Mr. Ji's *dangan*, pronounced *dahng-ahn*.

### Employer Keeps the File

"School records and grade transcripts," she began, offering a foreigner a rare look into the *dangan* system. "Entry into the Communist Youth League and the Communist Party. Family members and photo. Promotions and level of work. Performance

evaluations. That kind of thing. About 10 items."

A file is opened on each urban citizen when he or she enters elementary school, and it shadows the person throughout life, moving on to high school, college and employer. Particularly for officials, students, professors and Communist Party members, the *dangan* contain political evaluations that affect career prospects and permission to leave the country.

The file system in China is fundamentally different from any in the West, not only because the Chinese system encompasses all urban citizens, but because the file is kept by one's employer. The *dangan* affects promotions and job opportunities, and it is difficult to escape from because any prospective employer is supposed to examine an applicant's *dangan* before making a hiring decision. And there is no Freedom of Information Act to allow access to material in one's file.

The *dangan* is part of a web of social controls that insure order in China. Other elements of the web include the personal identity card that each citizen must carry, the residence permit that determines in which city a person can live, and the "work unit" that provides lifetime employment, housing, political study and permission to have a child.

It is a remarkable achievement for a poor developing country that it can maintain hundreds of millions of secret files on its urban population. From an American perspective, the extensive *dangan* system is one way in which China distinguishes itself as an aspiring totalitarian regime rather than a mere dictatorship.

#### No Tradition of Privacy

Yet from a Chinese perspective, the absence of a comprehensive system of national files is one of the most perplexing lapses of American society, like the inability of New York to curb graffiti or narcotics. In China, which has a 3,000-year history of bureaucratic controls and no tradition of privacy—not even a good way of expressing the idea in the Chinese language—virtually nobody seems upset about the presence of the *dangan* system.

In part, this is because most of the files are now innocuous. Those who have seen files of ordinary workers say that they contain mostly mundane school and job records. But the *dangan* are much more important for intellectuals and officials, and the Communist Party Organization Department reviews the *dangan* of any candidate for promotion to department director.

In any case, the *dangan* system is losing its effectiveness as a method of social surveillance.

"I don't think a *dangan* is very important any more," said an academic whose heavy involvement in the Tiananmen Square democracy movement in

1989 has somehow been overlooked and who continues to be entrusted with delicate Government assignments. "It doesn't always matter very much what's inside."

With the same ingenuity that they use to get around other Government regulations, young Chinese have devised a catalog of ways to render their files harmless, even if they took part in the 1989 protests.

#### Out of Harm's Way

Many of those with politically questionable backgrounds, for example, resigned from their work units and arranged to transfer their file into an employment company for young intellectuals. With the files out of harm's way, they could complete the paperwork necessary to go abroad.

Another option, for those with plenty of money, is to pay a huge "fee" of thousands of dollars to a company with close links to family members of China's leaders. The company then arranges for the applicant to be sent abroad on an "official" trip.

Yet another alternative is to go into business—an increasingly attractive idea to many intellectuals, considering the huge profits that can be earned. Companies in bustling southern China often do not even ask to see a job applicant's file.

The riskiest approach of all is to get hold of one's file and either destroy it or take out any nasty bits. This is possible because when people transfer from one job to another they are sometimes given their *dangan*—suitably sealed—to deliver personally to their new employer. A fine cut along the side allows access to the contents and can easily be pasted shut again, the cognoscenti say.

#### Comment:

China's primitive method of maintaining files on every urban citizen through the education system will naturally be much improved by American computer technology. Obviously, the billions of dollars being poured by the federal government into the American data collection and surveillance system will be far more efficient than the Chinese. The social security number, which is now given to infants at birth so that parents can claim them as dependents on their income tax returns, will probably become the American identification number. The Clintonistas intended to create an even greater stranglehold with a national health-

plan identity card. Nevertheless the totalitarians among our policy makers will have to settle for the social security number. But the direction toward total social control was obvious in the Clinton health plan. And it is certainly obvious in the drive toward federal control of education through Goals 2000 and Outcome Based Education.

That the same thing is also happening in Canada is evidenced by an article in the *Winnipeg Free Press* of March 30, 1995, which your editor obtained during a recent visit to Winnipeg to speak at the annual conference of the Manitoba Association of Christian Home Schools. The headline reads: "Students, take a number. Tories want to tag, track pupils on-line through education system." The article states:

The Filmon government intends to bring Big Brother to the classroom by creating a computerized profile of every student in Manitoba, according to confidential government documents obtained by the Free Press.

This information would be used to track performance, drop-out rates and student mobility, as well as high-risk students and teacher-pupil ratios.

Minutes of meetings show discussions have taken place to ultimately integrate pertinent information from Justice, Family Services and Health Department records. However, a senior Education Department official denied plans to tie in any data from other areas of government.

#### Permanent Number

Called the Education Information System, it would involve giving every student a permanent number to identify them within the Manitoba education system.

Deputy education minister John Carlyle confirmed the government is looking at several options, including using the nine-digit health number assigned to each Manitoban more than a year ago, to identify students.

Carlyle said so far, the government has spent about \$2 million on staffing and equipment. It is expected to be up and running in about a year's time and could cost a total of between \$5 and \$6 million.

Initial plans call for students from kindergarten to high school to be included, although eventually university and community college students also would be added.

"Ultimately we would like to track students throughout their entire education careers," the leaked documents state.

Manitoba health cards already are used to track prescription drug use under the province's Pharmacare program, and may be used as part of the controversial \$150 million Royal Bank SmartHealth project for a computerized health network.

However, the Education Department system is not part of the SmartHealth initiative, spokesman Wolfgang Baun said.

Minutes of a June 9, 1994 meeting of a special steering committee in the Education Department show there was concern over how the public might react to such a plan, and that it might be seen as an infringement of privacy.

"Everyone agreed that the health number is the best option, but we need to be cognizant that the public may view this as Big Brother is watching," the minutes state. One committee member is reported to have suggested adding an identifier "E" to the health number "to make it look like an education code, thus making it easier for people to accept."

NDP leader Gary Doer called the suggested concealment shocking and said the government must now come clean on the full scope of its information gathering on Manitobans.

Carlyle defended his department's track record in protecting information it already collects, and said the government is now in the process of drawing up guidelines.

"We have no intention of being cavalier about confidentiality of information," he said. "That is one of the very important things we're now asking: What information do we need, what will we do with it and how can we keep it confidential."

It is obvious from the above story that Canada is undergoing the same totalitarianization process as the United States, and it has become the job of the bureaucrats to conceal as much of this process from the citizenry as they can and to proceed with their plans no matter what the public finds out. They can do this because they have the assurance of those above them that the plan is to be implemented regardless of what the people think or want and that the money to do the job has already been allocated. The New World Order requires nothing less.

Also note how the education system's

data gathering plan is to be integrated with the data gathering systems of the Justice, Family Services (Welfare), and Health Departments. All of the government's bureaucratic instruments of total social control are in place. Once all of these computers are connected, the government will know more about its citizens than any previous totalitarian regime in history.

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## A Student Describes Cooperative Learning

The following description of cooperative learning, written by a high school student in Kentucky, was sent to us by a friend who has kept us informed of the deleterious effects that Outcome Based Education has had on education in that state. We reproduce it, uncorrected, as written:

I'm a Freshmen in Highschool and recently in Spanish class our teacher introduced us to a teaching method called "cooperative learning". In cooperating learning the teacher divides you into group of four or five. He holds each and every student personally responsible for their group's learning. Anytime we do work he takes one of the students assignments for each group and gives each person in that group the same grade as the person's he took up.

When we take a quiz he gives each student the average grade for their group, therefore this could easily lower the "excelled" student's grade and improve the student's who slack off. My teacher believes that we should be responsible for teaching our fellow classmates in our group. My classmates and I feel as if this is unjust, and now we have spoken with our principal about this. As of now, we have not made any more progress toward finding a solution.

An example of this would be on a Spanish quiz out of 16 possible points. I scored a 15 and the other three grades were 13, 9, and 5. This lowered my 15 to a 10.5, which is a 66%. Cooperative learning lowered my 15 (94%) to a 10.5 (66%).

Name Withheld, 3/18/95

We have the student's name and signa-

ture at the bottom of the statement, but we were asked not to reveal it since, in the present climate in Kentucky, he might be penalized for being politically incorrect.

For years, Charlotte Iserbyt has been warning us that public education has been in the process of being taken over by communists (with a small "c"), and she should know, having been a senior staff member of the U.S. Department of Education for several years where she had access to the correspondence and grant proposals of America's top education operatives. Cooperative learning, as described by the student, is indeed a good example of what Charlotte has been talking about. Judging an individual not as an individual but as a member of a group is pure, unadulterated communism. Making a student responsible for the learning of others in his group is unadulterated communism. Leveling down the superior student's academic performance to that of the group's is unadulterated communism. Another word for communism is collectivism, which is defined in Webster's New World Dictionary (Simon & Schuster, 1988) as "the ownership and control of the means of production and distribution by the people collectively; socialism."

Cooperative learning is an integral part of Kentucky's OBE system. Do the people of Kentucky know that their children are being trained and brainwashed to live in a collectivist, socialist society? Do they approve of it? The sad truth is that most Americans haven't the faintest idea what communism with a small "c" is. They only know about Communism with a big "C", the one with nuclear bombs and KGB spies.

That pure, unadulterated communist practice can be slipped into an American public school classroom with hardly a ripple from the parents or anybody else is an indication of the depth of the public's ignorance. It may also reflect the public's growing fear of its own government. As the Bible tells us,

"My people are destroyed for lack of knowledge."

What about the teachers? As Eddie Price, a 39-year-old teacher at Hancock (Kentucky) County High School, wrote in *The Hancock Clarion* of 12/30/93:

For a "dissident," teaching in the public schools today is similar to living under a Stalinist "Reign of Terror." Many teachers submit their horror stories and misgivings to anonymous publications or ask legislators not to quote them—for fear of repercussions.

All across America, more and more parents are organizing in opposition to what is going on in the public schools. But the education establishment has the liberal media on its side, and activist parents are labeled as extremists, censors, religious bigots, fanatics, fascists, etc. This is done to neutralize the vast majority of parents who don't want to get involved, who don't like controversy, who go along to get along. We are finding out that Americans are really no different from the Germans or Russians who permitted tyrants to take over their nations. They simply bury their heads in the sand during the transitional battles for power and batten down the hatches, preparing themselves to live through any evil imposed on them rather than fight it while there is still a chance of defeating it.

But as the opposition grows, the educators have taken due notice but are feverishly continuing their "reform" and "restructuring" of American education. They are not about to stop in their radical makeover of public education on the communist model. After all, about 80% of the American people still put their children faithfully in their hands to be "educated." Meanwhile, in this Spring of 1995, homeschooling conventions are attracting more and more parents who realize that the public schools are now, for the most part, in the hands of the enemy and that they must seek alternatives if their children are to

be educated. That's the good news.

## Emasculated Parents Rights Bill Passed by Mass. Senate

The following is from the *Boston Globe* of April 4, 1995:

Legislation breezed through the Massachusetts Senate yesterday to force public schools to notify parents before sex education is offered to students and to give parents a chance to pull their children out of the classes.

Passed on a voice vote and without debate, the bill requires approval by the House and Gov. Weld to become law. The scope of the bill had been significantly scaled back by the Joint Committee on Education before it hit the Senate floor.

Initiated by parents and religious groups who believe that schools teach students only liberal views, the original bill would have required parental notification before a score of topics, which ranged from divorce to self-esteem, could be broached with students.

But it was whittled down to focus only on "heterosexuality, homosexuality, lesbianism, bisexuality, transvestitism, contraception, abortion or sexually transmitted diseases."

"We have balanced the rights of teachers to academic freedom and the rights of parents to guard their children against sensitive information and the rights of communities to home rule," said Sen. David Magnani (D-Framingham), cochairman of the Education Committee.

Brian Camenker, a Newton school parent and member of the Interfaith Coalition, which with the Christian Coalition backed the original bill, saw things differently.

"I think the main reason it went through so easily is it does almost nothing to change the status quo," said Camenker. "It gives people a sense of security that reform is happening when it is not."

The redraft for the most part has appeased teacher unions, which vehemently opposed the original bill as inhibiting classroom discussion.

While stopping short of endorsing the redraft, Robert Murphy, president of the Massachusetts Teachers Association, said, "Of course with the premise we didn't see the need for state legislation in the first place, this is a vastly improved version from the original. If there is the absolute need to have something, this is very close to something we could live

with."

Before approving the measure, the Senate adopted an amendment offered by Magnani and Sen. Marian Walsh (D-West Roxbury), a chief sponsor of the bill, to strike language that would have required schools to provide students pulled out of regular classes with alternative sex education acceptable to parents.

The Planned Parenthood League of Massachusetts supports the amended bill, said spokeswoman Karen Hudner. At the same time, she said, Planned Parenthood believes there should be a state law requiring health and sex education.

### Comment:

For several years now there has been a growing movement in Massachusetts for parents' rights in matters of education. The original bill not only covered sex education but also values clarification, death education, euthanasia, and other programs that conflicted with a family's religious values. In other words, it would have affected the entire affective domain. Because the affective domain has been thoroughly integrated with the cognitive domain, this would have required a complete restructuring of the school curriculum in order to comply with the original bill.

The issue of Parents Rights has become a national concern. We read in the March/April 1995 issue of *The Teaching Home* that Sen. Charles Grassley (R-IA) and Rep. Steve Largent (R-OK) will be introducing the Parental Rights Restoration Act. The Act reads as follows:

Section 1. The right of parents to direct the upbringing of their children is a fundamental right. This right includes, but is not limited to the right to direct or provide the education of one's child, make medical decisions for one's child, provide discipline for one's child including reasonable corporal discipline, and direct the religious training of one's child.

Section 2. No federal, state, or local government, or any official acting under color of law, shall interfere with or usurp the right of parents to direct the upbringing of their children.

Section 3. No exception to section 2 shall be permitted, unless the government agency or official is

able to demonstrate by clear and convincing evidence that intervention into the parent-child relationship is essential to accomplish a compelling governmental interest and that said interest is narrowly drawn in a manner that is the least restrictive means of achieving the compelling interest.

Section 4. Any parent may raise this Act in any action in any state or federal court as a claim or a defense.

Section 5. The rules of 42 U.S.C. 1988 concerning the award of attorney's fees shall be applicable to cases brought or defended under this Act. A person who uses this Act to defend against a suit by the government, shall be construed to be the plaintiff for the purposes of this rule on attorney's fees.

What troubles us about this Act is Section 3 which opens the door to government interference in a family's life if the government "is able to demonstrate by clear and convincing evidence that intervention into the parent-child relationship is essential to accomplish a compelling governmental interest . . ."

We can understand the need to interfere in a parent-child relationship if the child is being criminally abused or harmed by a sadistic, deranged parent. That sort of thing is already covered by the criminal code. But we can think of no compelling government interest that would warrant any sort of interference by a government agency or official on any grounds. In fact, we are quite skeptical of this statist doctrine of "compelling government interest" which has been used by some courts to justify taking children away from home-schooling parents. The government supposedly has a "compelling interest in education," which it demonstrates by producing millions of functional illiterates in the government's own schools. If the government had a true compelling interest in education, the first thing it would see to is that the children in its schools were properly taught to read.

In other words, the government's compelling interest in education is a sham, a fraud. Back in the '60s the government had



a compelling interest in sending 58,000 young Americans to their deaths in Vietnam. Now we are told by the very architect of that compelling interest, Mr. Robert Strange McNamara, that he and his colleagues didn't really know what they were doing. So much for the government's compelling interest.

Clearly there is a need for a parents rights bill, one that would protect parents from the government's phony compelling interests rather than bring parents under the threat of such bogus compelling interests. We urge the authors of this bill to rewrite it to reflect reality and not legal fantasy disguised as legal doctrine.

The Declaration of Independence states that the purpose of government is to secure the unalienable rights of the country's citizens. Whatever must be done to secure those rights is the government's only legitimate "compelling interest."

## Idaho 4th-graders Flunk Basic Arithmetic

According to a report in the *Idaho Statesman* of 2/3/95, basic arithmetic is stumping Boise's 4th graders. Teaching now focuses on how to attack math problems, not on getting answers. For example, the class learns that a line goes on forever in each direction by having two youngsters use a string of yarn.

"If there were no gravity and an unlimited amount of yarn, how far could they walk from each other?" asks the teacher. Forever is the answer. But ask the students to divide 78 by 6 and 6 out of 10 fourth-graders couldn't do it. They hadn't learned how to divide a two-digit number by a single-digit number. Four out of five fourth-graders were unable to multiply a two-digit number by a single-digit number.

The educators don't know why students

are having such a terrible time doing simple arithmetic. In fact, fourth-grade math computation scores on the Iowa Tests of Basic Skills are among the lowest test scores in the district and below the national average.

Five years ago, Boise began de-emphasizing basic, pencil-and-paper calculations, placing more emphasis on problem solving. The district's decision to make this change occurred when the National Council of Teachers of Mathematics issued a set of standards that its 100,000 teacher members felt were needed.

By reacting quickly, the Boise district was in the forefront of the national trend. Now kids are getting into algebra in elementary school and are learning how to use graphs and charts to solve problems, rather than just hand calculators.

Boise students use calculators in elementary school. The idea is to give them the chance to solve complex real-life problems without having to continue to do tedious paper-and-pencil math. And as all good, progressive teachers know, nothing tedious should ever be required in education.

However, Don Coberly, who is in charge of the district's curriculum, says local educators concerned by worsening math abilities will try to strike a balance between problem-solving and computation. In order to improve computation skills, it would mean spending more time on drill and practice.

It seems odd that the schools should place so much emphasis on learning algebra, geometry, trigonometry and calculus when few graduates ever make use of them after they leave school. Yet, the students will all be using arithmetic everyday for the rest of their lives: at the supermarket, buying a car, filing tax returns, calculating interest, buying a home, budgeting personal finances. Why don't the schools teach the basic arithmetic skills that all of us need in order to survive? For the answer, ask your local superintendent.