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last week, agreed to raise the cap to about \$866 million. That means Massachusetts taxpayers will lose out on at least \$325 million in tax cuts, according to Hedlund."

This is how the left is funding its agenda for expanding the welfare state, continuing social experimentation with our schoolchildren, perpetuating racial division, and further cushioning the state bureaucracy. This is not simply a matter of a tax-break denied. It is another unjustified appropriation of money which rightly belongs to us. And if you are represented in the State Senate by anyone other than Robert Hedlund, then your State Senator has acquiesced to that unjustified appropriation.

The Massachusetts Right must make a stand, and that stand must be, above all, for the best interests of the citizens of this Commonwealth to be represented by our elected officials. The attainment and protection of everything else in which we believe, from free enterprise to the sanctity of human life, flows from our ability to control the mechanisms of government. That control must be constantly exercised, for, absent the vigilance of the people, it is the natural tendency of democratic government to become tyrannical.

Therefore, let this be where the line is drawn in the sand: With the sole exception of Sen. Robert Hedlund, R-Weymouth, no State Senator, whether Republican or Democrat, should be returned to office after the next election. In voting 'yes' on the Senate's supplemental budget bill, and hence on the provision making it tougher for the state's rainy day account money to be returned to us the people who put it there provisionally in the first place, the State Senators of the Commonwealth have earned from us a vote of 'no confidence.'



## EDUCATION: THE COMING TOTALITARIAN SYSTEM

By  
Sam Blumenfeld

*(Speaking At The Libertarian Association Of Massachusetts Annual Convention At The Best Western Hotel, Marlboro, 15 February 1997)*

As you all know, our education system is a monopoly, and a good definition of a monopoly is an institution that forces you to pay the highest price for the worst product. And that's exactly what we're getting from public education. We're paying more for education than has ever been paid in the history of mankind, and we have a product that is so bad that it is actually destroying the minds of a nation. I don't know of any instance throughout history in which a nation deliberately engaged in the process of dumbing down its own citizens.

Now maybe they did that in China a long time ago, when they invented their writing system which has managed to keep the literacy rather low in China, but they're doing it right here in the United States — and, of course, we see it all around us — and it's having an incredible impact on the nation and its future.

Now before I get into the substance of what I'm going to talk about, I did want to say something about the few books that are up there. I wrote "Is Public Education Necessary?" because I wanted to find out why the American people gave up educational freedom so early in their history. As you know, the public school movement began around the 1830s. And after four years of research, I discovered that it had nothing to do with literacy, it had nothing to do with economics, it was purely philosophical. The entire purpose of government schooling was social control.

That's it. To create an instrument of social control, and that's what it is today. And the only way that you can free yourself from that instrument is to get out of it, and that's why I'm a very strong advocate of the home schooling movement in America, which is really the only way that we could achieve freedom. If we could get the parents of this country to withdraw their children from that statist institution, that's revolutionary. Each family that is doing [homeschooling] today in America is really a nucleus of a revolutionary group, because they are freeing themselves from the constraints of the State, from compulsory school attendance laws, from all the other things that are mandated, and of course, they're being freed from the whole process of being dumbed down.

On 27 February 1997 CSM member Sam Blumenfeld spoke to the Conservative Society on the new federal education bill. The *Mercury* here presents Mr. Blumenfeld's words to the recent state Libertarian convention on substantially the same subject. We follow that up with excerpts from a recent Jeff Jacoby column which the federal tentacle reaching out to students in Massachusetts even before the bill is passed.



Then I wrote "NEA, Trojan Horse in American Education," in order to bring the story up to date, dealing with the National Education Association and the creation of this humongous progressive education establishment that is leading us towards socialism. As a matter of fact, a good title would be "The Socialist Trojan Horse in America." We are going to get socialism in this country through the education system.

My latest book, "The Whole Language OBE Fraud," is really about how they are actually dumbing down the population. The methods that they use, the political rhetoric behind it, the goals behind it — yes, there is a conspiracy. I hate to use the term, but it does exist and if you read this book I'm sure it will convince you. I've gathered the evidence, and there's no doubt in my mind that that's what they want to do.

If you listen to Clinton's speech — his State of the Union address — you will notice that he put a tremendous emphasis on education. Did he just suddenly decide that he wanted to reform education in a certain manner? Why did he talk about national standards? National standards, but not Federal standards. What's the difference? You see, he's playing a semantic shell game. You know, like those people on the street with the little walnut shells, that's what he was doing. And he's getting away with it. And actually, what he'd like to do is enact into legislation — and it's already been partially enacted — the school to work reform bill [the House version] and also the Senate version. Those two bills would create a tremendous departure from our traditional education system up to the present.

Certainly when I was going to school, and I went to public schools in the 1930s and '40s, you got a pretty decent education. In those days, the teachers were pretty rational. And they taught the subjects in the traditional [way]...you could actually learn to read back in those days. And you could learn to write very nicely. But the purpose of education [was] that you mastered the basic academic skills, and they gave you some vital information that you should have about history and geography and that sort of thing. And then at the end of twelve years, they said, "Go out and make a life for yourself." And that's what we all did. Of course, many of us were constrained by the compulsory school attendance laws; many of us would have liked to have gone out sooner, but that was it, and it was tolerable.

**N**ow the new system that they are putting in place will plan your life for you. In the old system, you planned your own life. But today, the new system is based on the idea that you are alive to serve the government, industry, or the economy. That's the purpose of your life. Today, in the new school system, the purpose of your life will be to serve the State. You will be trained, as people were behind the Iron Curtain, for specific jobs. There's going to be a committee that will decide how many doctors they need, and how many plumbers are needed, and if you don't fit in the category or you don't fit in the quota, then you can't be what you want to

be. That's the new system.

It's called the human resources development system. We're now all resources, like coal and oil. This idea has been around for a long time, but the master architect of this system is a man by the name of Mark Tucker, who was born in Newton, Massachusetts, and went to the schools of Newton, where he became, I suppose, a very good liberal. He went to Brown University. From there, he went to PBS, to an education lab, government funded, of course. And from there he went to the Department of Education, also government funded.

From there, he went on to the Carnegie Foundation. That's where all these ideas are generated, by this small group of so-called change agents. They've been planning to change

America into a socialist society since the early part of this century, when John Dewey and his cohorts got started in reforming public education so that they could turn little Americans into little socialists. If they could get this legislation passed and implemented, we will have a Soviet style education system that will lead to a totally controlled system.

Mark Tucker, after he left the Carnegie foundation, was asked by a group of people in Rochester [New York] — particularly the governor of New York State, Cuomo — to set up a think tank called "The National Center on Education and the Economy." And it is that group now that is creating the plans for our future. And wouldn't you know that Mark Tucker is a very good friend of Hillary and Bill. As a matter of fact, Hillary was on his board of trustees.

He wrote a letter to Hillary Clinton. It fell into our hands. This letter was written right after the election, November 11th, 1992, and this is what Mark Tucker said to Hillary:

"I still cannot believe you won. But utter delight that you did pervades all the circles in which I move. I met last Wednesday in David Rockefeller's office with him, John Scollay, Dave Baram, and David Hazeltorn. It was a great celebration. Both John and David were more expansive than I have ever seen them, literally radiating happiness. The subject we were discussing was what you and Bill should do now about education, training, and labor market policy. Our purpose [is] to propose concrete actions that the Clinton Administration could take between now and the inauguration in the first hundred days and beyond. You should also be aware that, although the plan comes from a group closely associated with the National Center Of Education And The Economy, there was no practical way to poll our whole board on this meeting in (the) time available. It represents not a proposal from our center, but the best thinking of the group I have named."

He sums up the plan thus. "What is essential is that we create a seamless web of opportunities to develop one's skills that literally extends from cradle to grave, and is the same system for everyone. Young and old, poor and rich."

So there you see the totalitarian vision. It's for everybody. From cradle to grave, you see. Now, they are going to get socialized medicine into this system. Socialized medicine is

**T**he new system is based on the idea that you are alive to serve the government, industry, or the economy

part of the new education system, because every child will have a medical plan. And how do we know that? We know that, because in the bowels of the bureaucracy, for the last twenty years, they've been developing this monster computer system, which is going to gather information about every single individual from time of gestation. Not birth, gestation. It's all in the handbook. I got the handbook from Washington. It's called the Student Data Handbook For Early Childhood, Elementary, And Secondary Education.

You know that Hillary is very much concerned about early education these days. She's working very hard at it with her "village." To give you an idea of what they are interested in — your health conditions — I'm just going to read you the list. The list that's going to go into the information in the computer about your health. It starts here, with identification number — of course, you've got to have a number.

"Identification system: Height, weight, hair color, eye color, birthmark, blood type, number of teeth, number of permanent teeth lost, number of teeth decayed, number of teeth restored, occlusion condition, gingival gum condition, oral soft tissue condition, dental prosthetics, orthodontic appliances.

What business does the government have getting into your mouth in the first place? I mean, do you want the government in your mouth?

And then they have "Initial prenatal visit: Gestational age, total number of parental visits during pregnancy, total weight gain during pregnancy, weight at birth, gestational age at birth, health condition at birth."

Then they go into health history: "diseases, illnesses, other health conditions, medical treatment, school health emergency action, injury, substance abuse, routine health care procedure required at school, health condition progress, health condition history, episode date, evaluation sequence, medical examination type, medical examination instrument description, title of medical examination, date, uncorrected score, corrected score, unit of measure, blood pressure, overall diagnosis, interpretation of vision, hearing, speech, language, service alternatives." It just goes on and on and on.

And there's no end to it. In other words, you're going to get socialized medicine, and it will come in through the schools. Period. These people mean business. They intend to take your freedom away from you, and if you don't stop them, you're going to lose it. And all of these people who keep their kids in the public schools are simply paving the way for this totalitarian system we're going to get.

So what is the solution to all of this? How can we stop this? This computer is sitting there. All it is waiting for is funding from Congress. The computer is all set up, the data handbook with all of the codes has been put together. They've worked on it for twenty years. Now you have to ask yourself: Why should the government know more about you than anybody else in the country?

[END OF PART I]

*FROM*  
*THE BOSTON GLOBE*  
10 December 1996

By  
Jeff Jacoby

## It was a simple request

In the spring of 1994, Maureen O'Connell of Falmouth asked to see the standardized test her son's fourth-grade class had just taken. . . . As a parent, a taxpayer and member of the Falmouth School Committee, O'Connell felt she ought to know something about these tests, known as the Massachusetts Education Assessment Program, or MEAP. . . .

The MEAP tests are "confidential," Peter Clark, Falmouth's deputy superintendent, told her. "They belong to the state." . . .

That fall the MEAP scores were released. They were dreadful, even worse than the 1992 results, despite the much-ballyhooed Education Reform Act that had taken in 1993. O'Connell's curiosity about the "assessments" mounted.

She studied the new education law — one of many copycat statutes passed . . . aligned with the federal "Goals 2000" program. She learned that if a district scored poorly enough on the MEAP, the state could take over its schools. She puzzled over the law's mandate that every student be assigned "a unique and confidential identification number," with information on each student gathered in permanent files. When she saw the US government's 300-page "handbook" of data to be compiled on every child in America, she grew uneasy.

It struck O'Connell as odd that while the Department of Education claimed that MEAP scores would not be calculated individually, every answer sheet was bar-coded. . . . And another thing: Why did the MEAP include *personal* questions? According to a summary of the test published by the Education Department, fourth-graders were quizzed on how frequently they talked about school at home and how well their parents spoke English. O'Connell wanted to know what else these kids were being asked — and why the state didn't want her to find out.

When the 1996 MEAP season arrived . . . O'Connell wrote to the Department of Education on March 20 . . . On March 29, she wrote again, asking for the tests themselves — and specifically invoking the Massachusetts freedom-of-information statute.

A month and a half elapsed. No answer. On May 15, O'Connell wrote to Secretary of State William Galvin, overseer of the state's records. She asked for a ruling on whether or not the 1994 MEAPs were . . . subject to a freedom-of-information request.

It should have taken Galvin all five minutes to rule in O'Connell's favor.

It took more than three months.

To keep O'Connell from seeing the MEAPs . . . Education Commissioner Robert Antonucci quietly arranged to have the freedom-of-information law altered . . . barring the public from access to *any* "test, examination or assessment instrument." . . . the department then argued that O'Connell . . . should be retroactively disqualified.

But the secretary of state did the right thing. . . . The Education Department was ordered to turn them over to O'Connell within 10 days. . . .

Ten days passed. Twenty. . . .

Two months later, it's still "under consideration."