

Have Government Schools Become a Criminal Enterprise?

A Book Proposal

By

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An Exaggerated Accusation?

In April of 1983 the National Commission on Excellence in Education reported:

"The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people...If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves."

Incredible! An act of war! The Commission was telling us that treason had been committed by our educators! That was written twenty-nine years ago, and the treason is still going on today.

Treason is a capital crime!

The deliberate dumbing down of our children is a crime!

The deliberate inducement of reading disability and dyslexia by faulty teaching methods is a crime!

Causing brain impairment in normal children is a crime!

Destroying the religious beliefs of children is a moral crime!

Contributing to the moral delinquency of minors through
pornographic sex ed is a crime?

Pushing powerful drugs like Ritalin on children is a crime!

And all of this goes on over a period of twelve years and results in a young adult who is semi-literate, unprepared to do college work, intellectually crippled, morally confused, and lacking basic knowledge of history and geography.

What a crime!

About the Author

Samuel L. Blumenfeld is the author of over ten books on education:

How to Start a Private School

The New Illiterates

How to Tutor the 3Rs

Alpha-Phonics: A Primer for Beginning Readers

The Blumenfeld Oral Reading Assessment Test

Is Public Education Necessary?

NEA: Trojan Horse in American Education

The Whole Language/OBE Fraud

Homeschooling: A Parents Guide to Teaching Children

The Victims of Dick and Jane

Revolution via Education

He is also the author of countless articles in a variety of publications, including: *Reason, Review of the News, American Opinion, The New American, WorldNewsDaily, Education Digest, Practical Homeschooling.*

He is also the author of a book on the Shakespeare authorship controversy:

The Marlowe-Shakespeare Connection

Dr. Blumenfeld was awarded an Honorary Doctor of Laws Degree by Bob Jones University, has lectured in all fifty states as well as in Canada, Australia, and New Zealand. Some of his lectures can be seen on YouTube.

He is considered one of the world's leading authorities on the teaching of reading.

Have Government Schools Become a Criminal Enterprise?

By Samuel L. Blumenfeld

There is no doubt that American educators are engaged in a criminal conspiracy to dumb-down the American people. Charlotte Iserbyt, in her definitive book, *The Deliberate Dumbing Down of America*, has documented the process so thoroughly that there can be no doubt about the intentions of our educators and the fact that this agenda is being financed by the the federal government and, knowing or unknowingly, by the nation's richest liberal foundationst. John Taylor Gatto, in his book, *The Underground History of American Education*, describes how this agenda has been imposed on the schools. He spent 30 years teaching in public schools and knows intimately how the system works.

Then, of course, we have the famous words of the National Commission on Excellence in Education, which reported in April 1983:

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Incredible! An act of war! The Commission was telling us that treason had been committed by our educators! That was written twenty years ago, and the treason is still going on today.

Apparently, the Progressive educational leadership has an agenda and is determined to keep it in place . It is now so well entrenched by federal legislation and funding, that this progressive agenda has taken on the appearance of normal national policy.

When President George Bush and Senator Ted Kennedy of Massachusetts re-authorized the Elementary and Secondary Education Act of 1965, they simply extended the life of the Progressive agenda for another six years, calling it the No Child Left Behind Act.

Extortion is also part of the routine criminality practiced by our educators. For example, since 1965, the federal government has been funding Title One of the ESEA which provides compensatory education for socially and economically deprived children in the inner cities. So far, in 47 years, over \$300-billion has been spent on the program with no improvement in the academic skills of these students. In other words over \$300-billion of taxpayers' money has been used in ways that have not served the purposes of compensatory education. Isn't this misuse of money called extortion, and isn't extortion considered a crime?

What is crime? Noah Webster, in 1850, defined it as:

“An act which violates a law, divine or human; an act which violates a rule of moral duty; an offense against the laws of right, prescribed by God or man, or against any rule of duty implied in these laws. A crime may consist in omission or neglect, as well as in commission, or positive transgression.”

Webster’s New World Dictionary, published in 1988 omits, “an act which violates a rule of moral duty” from its definition of crime. In today’s world of moral relativism, there can be no moral duties. Yet, American educators can be accused of violating their moral duty to teach their students to read, write and do arithmetic, because their state constitutions call for the state to educate all children in these basic subjects.

Our educators have also become legal drug pushers, forcing six million children to take mind altering drugs in order to become more malleable for a criminally conceived curriculum. The use of the whole-word method, known as Whole Language, deliberately creates reading disability and the condition called dyslexia. Children know that something terrible is being done to them, but they don’t know how it is being done. And so they become angry and frustrated and their behavior reflects their hatred of the school.

So now the educators have a perfectly plausible reason for drugging the kids. Most parents prefer to believe a credible lie—that there is something wrong with Johnny—than an incredible truth—that their child is the victim of deliberate educational malpractice.

Children come to school having learned to speak their own language all by themselves, and thus they feel quite intelligent. But the deliberate dumbing down process makes them feel dumb, inadequate, and disabled. And they are told that they were born that way and must learn to live with their artificially induced disability.

Of course, all of this could have been avoided had the child been taught to read with intensive, systematic phonics. But that is why the educators don’t teach intensive, systematic phonics. They want to create disabled children who will be put on drugs and in expensive special education classes. More financial extortion by the educators!

Another important component of this criminal enterprise is the exposure of children from kindergarten onwards to sexual perversion. In Massachusetts, a sex seminar for teenagers taught the youngsters some of the most depraved practices of homosexuality. Was that not a form of moral child molestation? The promotion of the gay lifestyle as a desirable alternative to normal heterosexuality is fast becoming part of the sex ed curriculum. Contributing to the delinquency of a minor is a crime.

To sum it up, children, in the hands of these educators, are at risk in four ways: academically, spiritually, morally, and physically.

The academic risk is that the child will become intellectually crippled by the teaching methods and relegated to a life far below his or her original potential.

The spiritual risk is that the child will be taught that evolution is not a theory but fact and that he or she is an animal and that God does not exist, and that worship of Satan is an acceptable spiritual expression.

The moral risk is in being taught that premarital sex is okay, that experimentation with drugs is a matter of private decision making, and that the child's decisions should not be thwarted by parents' old-fashioned moral values based on superstitious religion.

And the physical risk can be summed up in one word: "Columbine."

Millions of children are thus condemned to lead lives as intellectual cripples, stunted in mental growth, spiritually empty, open to vicious temptations without a moral code to protect them.

This criminal enterprise has become totally impervious to rational reform. The only sensible thing that parents can do is remove their children from these schools and put them in private schools or teach them at home. Parents still have the freedom to take matters into their own hands. If they don't, then it is the children who will suffer.