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THE MIND SWINDLERS

Book Review - NEA: Trojan Horse in American Education, by Samuel L. Blumenfeld.  
(Paradigm, 1984, 271 pages. \$7.95. Research Publications,  
11855 N. 19th Avenue, Phoenix, AZ 85029.

This book is undoubtedly one of the most devastating critiques of American public education ever written.

Strong words? Yes. But after reading Mr. Blumenfeld's book, the statement pales.

He takes us to the headwaters of public education and exposes the real reasons for its sickness today. The shameful story is told lucidly, boldly and incisively.

Many excellent papers studies, columns, and pieces of research have explored the streams and tributaries, but never has any writer taken us to the source of the poison and let us, from the heights, peer down into the maelstrom.

And from the heights it came! "An Education Mafia," later known as the "Educational Trust" (roughly two dozen intellectual gurus) among them, Horace Mann, John Dewey, James M. Catell, G. Stanley Hall, Edmund B. Huey and Edward L. Thorndike, took almost total control of the public school system in the 1800s. They spread their potions of collectivism, socialism, behaviorism, Wundtian psychology, secular humanism, progressivism and radicalism into its headwaters and literally inundated the Nation's schools.

They formed impregnable, old-boy networks from which they protected, selected and promoted "their own" to the very highest positions in the most prestigious colleges and universities in the nation.

They conceived, developed and controlled their pernicious theories, shoddy systems, and Machiavellian schemes, injecting them with great patience and cleverness, into the mainstream of our public educational system. To do this, they set up, and had absolute control of, a maze of interlocking groups, councils, institutes, labs, research centers, foundations and boards. How was this done? The author tells us:

The education mafia was efficiently run by god-fathers stationed in key universities: Cubberly at Stanford, who was known as "dad" by his graduate students, Judd at the University of Chicago, Strayer at Teachers College, New York. But a placement baron could only be a power broker if the school board recognized his authority, and that is why the education mafia promoted "reform" of local school governance that wrested control of the public schools from elected politicians and put it in the hands of appointed professional educators.

"And what happened if you disobeyed your god-father?" Blumenfeld asks.

"One principal recalled 'Strayer's law' for dealing with disloyal subordinates: 'give 'em' the ax.'"

The effect of those who did resist became spit on a hot stove! As Mr. Blumenfeld points out:

It was John Dewey who first formulated the notion that high literacy is an obstacle to socialism. To Dewey, the greatest enemy of socialism was the private consciousness that seeks knowledge in order to exercise its own individual judgment and authority.

It's too bad that Winston Churchill's adage wasn't around at the time:

Socialism is a history of failure, a philosophy of ignorance, the gospel of greed; its only virtue is the equal sharing of misery."

All parents know that the priceless key to their youngsters' future--to become a productive member of today's society--is the ability to read and write--literacy. Without it, thousands upon thousands of our nation's richest resource face the terrible fate of grubbing the rest of their lives upon the dump-heap of humanity.

It was exactly here, though, through the teacher colleges, that the mafia injected planned failure in reading and writing for our classrooms.

"By 1930," states Mr. Blumenfeld, "the progressives were ready to launch their drive to get look-say textbooks into every primary classroom in the nation. The two leaders in the drive were William Scott Gray, Dean of the University of Chicago's School of Education, and Arthur I. Gates, Thorndike's protege at Teachers College... In 1930, Scott Foresman had just published the first edition of Gray's 'Dick and Jane' primers."

The deed was done. It was the beginning of the worst disaster that had ever occurred in the public school system. Dyslexia became a household word. Look-say was the dummy maker. Literally millions of youngsters became "functionally illiterate." The dump heap was teeming, and the intensive phonic method which made our great grandparents highly literate by the eighth grade, was, and still is, consigned to the backwaters of education's never-never land.

He goes on:

The simple truth is that NEA played a key and significant role in advancing this conspiracy against literacy. It was a conspiracy because the American people were never informed of what was happening nor given a chance. They were never asked if they wanted their children's education to be tailored to socialist ends. All of this was imposed from above by educators, psychologists and philosophers imbued with a messianic mission to transform America into a socialist society...



Today, the National Education Association is probably one of the largest, most radical, most powerful unions, in America, with 1.7 million members trapped by a union shop and organized right down to every city and town in the country.

"All in all," says Mr. Blumenfeld, "the NEA is every thing the communists believe a labor union in America should be: It is creating working class consciousness among its members; it is forming coalitions with other unions to exert maximum pressure on candidates and legislators; it backs Marxist revolution in Central America; it never criticizes the Soviet Union; no form of anti-communism can be found in its publications; it wages incessant warfare against conservatives, and organizations of the New Right; it is working to having all teachers and all private schools under government control through certification and accreditation laws; it hates capitalism and loves socialism; it is uncompromisingly atheistic in its adherence to evolution, behavioral psychology, and <sup>humanist</sup> ~~human~~ moral values; it advocates sex education for children, abortion on demand, and passage of the ERA amendment; it advocates gun control in violation to the Second Amendment; it wants a nuclear freeze and disarmament. In short, for all practical purposes, the NEA might as well be the socialist party of America."

If this book gets the exposure across the nation it deserves, America would really know and understand what's wrong in our schools. We would see a dissolution within NEA, its teacher members breaking out, forming their own local, professional organizations. Armed with Trojan Horse as an information base, informed parents will start demanding the needed, real changes (not the cosmetic ones that NEA and the Education Establishment are presently bandying) and local school boards will actively begin to involve themselves with academic, rather than mere fiscal problems.

A new course must be set for our public schools. A golden opportunity has arisen which can guide a sinking nation out of treacherous waters into a secure harbor and bind its wounds--to set out again, its colors flying high.

Well done, Mr. Blumenfeld!

9880 Clark Road  
Davisburg, MI 48019  
January 25, 1986

Mr. Samuel Blumenfeld  
c/o Paradigm Company  
Boise, Idaho

Dear Sir:

I am impressed with your book, NEA - Trojan Horse in American Education, and would like to thank you for the effort you have put forth in writing it. You have made manifest some unquestionably incriminating facts that enlightened me and several of my colleagues.

If I may, allow me to suggest some corrections if the book should go into a second edition. On page 7, line 4, you used the word "focussed," which is an alternate spelling of "focused." Elsewhere you used "focussing" and "focused," so you may wish to be consistent in your usage. On page 34, line 11, in quoting the Declaration of Independence, you used the word "driving" instead of "deriving." On page 160, line 6, you used the word "tipping," which may well be correct, but "dipping" seems more likely in the context. On page 231, five lines from the bottom, you used the spelling "gound" for "ground." Finally, on page 236, in the middle of the page, you followed a series of three items with the comparative "latter" instead of the superlative "last."

I hope to read other of your books, and I encourage you to keep up the good work.

Yours truly,



Jim Holloway  
Chairman, Math/Science  
Springfield Christian Academy

# N.E.A. — Trojan Horse in American Education

by Samuel L. Blumenfeld; Reviewed by Dennis E. Kane

After reading Samuel L. Blumenfeld's extensive research into the National Education Association (NEA), you will be left with the following conclusion: The N.E.A. not only lacks the desire to educate our children, but chooses to actually un-educate and willfully disinform them.

It should come as no great surprise to you, if you read the morning paper or watch the evening news, that there exists an extreme lack of quality in our current, expensive system of education. Those of us who study free-enterprise economics know that it is an economic fact that whenever a government-controlled monopoly exists (as it does in our current system of education), quality will decrease and costs will increase. And this is exactly what has happened in our public schools. The solution to this hoax or "failed monopoly" called public education is stated so eloquently by Mr. Blumenfeld: "If we really want educational excellence in this country, why don't we rely on those schools that are already providing it without burdening the taxpayer: the private, nongovernmental schools? Private schools succeed for one very simple reason: they go out of business if they don't. That's obviously not the case with government schools. The worse they do, the more money they get! It's a no-win situation for the American taxpayer. For the American child it's academic disaster."

But the problem with our system of "free" education goes much deeper than its ridiculous costs and poor quality. *N.E.A. — Trojan Horse in American Education* goes into the origin of the National Education Association to find the root of the problem and points out, "The idea of a state-owned and controlled education system ... was imported from Prussia, where an authoritarian monarchy used centralized government-owned and controlled schools

and compulsory attendance for its own political and social purposes." Can the N.E.A. really be using its position for its own political and social purposes? You decide! But consider this: The compulsory attendance laws we have in our country are totally unconstitutional. They are in direct conflict with the 13th amendment. 'Well, so what?' you may ask. At least our children are learning to read and write, even if we are ignoring our Constitution a little. Right? Wrong! Mr. Blumenfeld points out that nationwide, "the Department of Education estimates that there are 24 million functional illiterates in the United States, *virtually all of whom have had from eight to twelve years of compulsory public schooling.*" How is this possible? Although you may find this hard to believe, our children are taught how *not* to read. *N.E.A. — Trojan Horse in American Education* will provide well-documented evidence that the methods used by the N.E.A. to teach reading skills cause dyslexia, a fact it has been well aware of for almost 60 years.

Now, you may be thinking, if it were not for public education the poor would be denied an opportunity for schooling. Not so, according to *N.E.A. — Trojan Horse in American Education*. For, prior to public education, "...the poor could always get an education if they wanted it. In some towns there were more charity and free schools, supported by private philanthropy and school funds, than poor pupils to go around."

Have you noticed that even though our children are compelled by the state to attend school, God has been locked out? Blumenfeld will show you how and why the N.E.A. would like to expel God from school for good. For if you deny the existence of God, you no longer have God-given rights. Thus, statism becomes the one and only religion.

Thank you, Samuel L. Blumenfeld, for being the watchman in the tower, warning us of the approaching enemy. Parents, teachers, ministers — don't let this revealing book pass you by. We owe it to ourselves and our children to discover what the N.E.A. is really all about.