

The Great American Education Fraud

By Samuel L. Blumenfeld

First, let me define the word fraud: My dictionary defines it as: deceit, trickery, cheating, intentional deception. Deceit is the act of representing as true what is known to be false; to delude and mislead. To mislead is to cause a person to follow the wrong course or to err in conduct or action. To delude is to fool someone so completely that what is false is accepted as true. Stated simply, a fraud is a lie, a deception, and actions based on fraud and deception can only lead to tragic consequences.

The major symptom of the great deception perpetrated by American educators is in their refusal or inability to define education. Ask any one of them for the meaning of education and you will get gobbledygook, or doubletalk, the kind one gets from officialdom: pompous, wordy, involved, and full of ambiguous generalizations. And because most Americans are easily intimidated by educators, they won't even question them about what they mean by the word education.

I once took part in an education conference sponsored by one of our prestigious foundations and listened to the conferees give their views on how to solve the usual education crisis at hand. These were very high level conferees responsible for advancing the progressive agenda in American schools, an agenda set earlier in the century by their mentors. I could not detect from any of them one solitary idea that made sense. They spoke in grand-sounding terms about the need for everybody to get involved: on local, state, and federal levels to solve the education crisis, and of course this meant a need for more funding.

Just listening to their hot-air made me realize the great extent of the deception being used to extract more money from the taxpayer. In other words, they were just as criminal in their enterprise as any group of racketeers trying to separate citizens from their money. And they certainly needed the money to keep their racket going. When I offered my simple idea of solving the literacy problem by getting children to learn to read by intensive phonics, the silence was deafening. They probably wondered how in heaven's name did an outsider like me ever get invited to that confab. Some lowly secretary had obviously messed up.

So what is education? The dictionary defines education as: the process of training and developing the knowledge, skill, mind, and character by formal schooling. If that is the accepted meaning of the word, then American schools do not educate. The fact that millions of students are being drugged each day so that they can sit still in their classrooms is symptomatic of a much deeper corruption of the educative process. The students are being blatantly cheated and harmed by their educators. They come out of school lacking basic knowledge of geography, history, the sciences. They lack the academic skills of reading and writing and arithmetic.

Recently, Jay Leno, the popular TV comedian, decided that a lot of fun could be had by exposing the ignorance of American high-school students. So he put a male student and a female student on a couch in a room facing a TV monitor so that they could answer questions posed by ordinary individuals off the street via television. The answers from the dumb-duo betrayed such a depth of ignorance that no comedian could have possibly invented such laughable lines. At one point both students admitted that they don't read books. Why? Because it is too difficult. The female student said: "You have to move your eyes back and forth, it's too much work." What she was describing is how someone reads when they've been taught to read by the look-say or whole word method. In other words, these two students couldn't read because of the way they had been taught to read in school.

In addition, their brains had been lobotomized by the behavioral psychologists who engineered the dumbing-down curriculum in the public schools. Behaviorists disdain the intellect and believe that animal training is perfectly suitable for young human beings.

Of course, you will find here and there some gifted, sane teachers in our schools, swimming against the tide. You will usually find them in music or art classes, or with a love of literature, or a love of God. But they learn fast not to rock the boat, otherwise they will be forced out.

My own idea of what education should be is quite simple: to pass on to the future generation the knowledge, wisdom, and moral values of the previous generation—assuming that the previous generation is moral. We know that there are many parents who aren't. After all, most likely they went to public schools and are the products of that fraudulent education.

But if you, as homeschoolers, accept that definition then it is your duty to lead your children in the proper direction. That, more or less, is how the Bible defines education. It tells us that the goals of education are four-fold: To know God. To know the world. To know others. And finally, to know ourselves.

John Calvin writes in the opening lines of his great work, the Institutes of the Christian Religion:

Our wisdom, in so far as it ought to be deemed true and solid wisdom, consists almost entirely of two parts: the knowledge of God and of ourselves. But as these are connected together by many ties, it is not easy to determine which of the two precedes, and gives birth to the other. For, in the first place, no man can survey himself without forthwith turning his thoughts towards the God in whom he lives and moves: because it is perfectly obvious, that the endowments which we possess cannot possibly be from ourselves; nay, that our very being is nothing else than subsistence in God alone.

That was first published in 1559, five years before Shakespeare was born, and sixty-one years before the Pilgrims landed on Cape Cod. It was Calvin's teachings, which created the Puritan movement, which was to have a profound impact on the future America.

It is vitally important for children to know God and to love the God who created them. And that means studying the Word of God and becoming aware of what God expects of us. And He expects great things. Just read Genesis chapter 1, verses 27-28:

So God created man in his own image, in the image of God created he him; male and female created he them.

And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish in the sea, and over the fowl of the air, and over every living thing that moveth upon the earth.

Quite a commission! Man is to propagate his own kind and create families, replenish the earth and subdue it, that is, to make things grow by farming the land and turning the wilderness into a productive garden so that it serves man's needs. Think of all the talents, skills, abilities, and practical knowledge needed to do all of that. And God goes even further in commanding what man must do. We read in Genesis chapter 2, verse 19:

And out of the ground the Lord God formed every beast of the field, every fowl of the air; and brought them unto Adam to see what he would call them; and whatsoever Adam called every living creature, that was the name thereof.

So now God commanded Adam to become an observer of nature, a scientist, and a lexicographer, an inventor of names, in short, an expander of language and a builder of a literate civilization. How can one not love God who wants so much good for man, who is so benevolent toward Adam, the first human being?

Thus, knowledge and love of God must be the first purpose of education. The second purpose, knowledge of the world, requires the kind of knowledge that God outlined in Genesis 2-19, plus all the knowledge that has been accumulated by man since that auspicious beginning. Libraries, encyclopedias, dictionaries, and universities are the depositories of all that knowledge. A literate child will be able to have access to all of that knowledge and learning. So high literacy must be a goal of any educational program.

The third purpose—to know others—is important if we are to have a coherent society and be able to understand our fellow human beings. We read in Genesis, chapter 2, verses 18-24:

And the Lord God said, It is not good that man should be alone; I will make him an help meet for him...

And the Lord God caused a deep sleep to fall upon Adam, and he slept: and he took one of his ribs, and closed up the flesh instead thereof.

And the rib, which the Lord God had taken from man, made he a woman, and brought her unto the man.

And Adam said, This is now bone of my bones, and flesh of my flesh; she shall be called Woman, because she was taken out of man.

Therefore shall a man leave his father and his mother, and shall cleave unto his wife: and they shall be one flesh.

Thus, in order for human beings to be able to live in harmony with one another, knowledge of others is essential. Husbands must know their wives, and vice versa. Parents must know their children in order to be able to educate them. And we must all be able to know our friends...and our enemies.

And the fourth purpose—to know oneself—calls for introspection. We must recognize our own sinful nature before we can deal with it. This knowledge is essential if we are to resist temptation. But we know that resisting temptation can be difficult, and we know that disbelief in God can lead to human misery.

By the way, the Islamist terrorists who destroyed the Twin Towers in New York and killed 3,000 people in a few short hours, did not believe in the God of the Bible. Allah has no relation to either Jehovah or Jesus. Allah is a pagan moon god, and that is why the symbol of Islam is a crescent moon.

Rev. Alexander Keith, in his book *Signs of the Times*, quotes Revelation 9:1-2, which states:

And the fifth angel sounded, and I saw a star fall from heaven unto the earth: and to him was given the key of the bottomless pit.

And he opened the bottomless pit; and there arose a smoke out of the pit, as the smoke of a great furnace; and the sun and the air were darkened by reason of the smoke of the pit.

Keith then comments: "Like the noxious and even deadly vapors which the winds, particularly from the southwest, diffuse in Arabia, Mahometanism spread from hence its pestilential influence—arose as suddenly and spread as widely as smoke arising out of the pit, the smoke of a great furnace. Such is a suitable symbol of the religion of Mahomet, of itself, as compared with the pure light of the gospel of Jesus. It was not, like the latter, a light from heaven, but a smoke out of the bottomless pit."

It is always necessary to revert to the Bible, to the Word of God, in order to understand the ways of evil in this world, and how they manifest themselves even in our civilized society.

In a way, American public education has become a bottomless pit of illiteracy, drugs, multiculturalism, ignorance, and sex education. It is anti-Christian, anti-God, anti-Jesus Christ. By now, many Americans are aware of the shortcomings of our public schools. Just a few weeks ago, the Boston Globe reported that more schools in Massachusetts

were falling short. Last year 420 schools in the state failed to meet federal standards. This year that number has jumped to 617. The report states: "The rising number of the worst-performing schools presents a challenge for the Bay State, where officials have been debating for years how to handling failing schools." Why all this debating when we know exactly what must be done to improve education: simply go back to the curriculum which produced, in Tom Brokaw's words, America's greatest generation.

Today, the grandchildren of that greatest generation are emerging from the system functionally illiterate, unable to read their own diplomas if indeed they do manage to graduate. They cannot pursue careers that require high literacy, advanced math skills, or cognitive competency.

But how can this be in a nation that spends more money on education than any nation in history, spends more money on training teachers than ever before, and forces children to remain in school for more years than ever before? How is it that the results of all of this are so dismal? And how come the more money we throw at education, the worse it gets.

And how is it that every politician running for office promises to reform and improve education with smaller class size, longer school days, more homework, more pay for teachers, more resources for special ed, and yet not a single one of these measures ever improves anything?

The No Child Left Behind legislation, promoted by President Bush and Senator Kennedy, was supposed to reform the public schools and hold them accountable for their failure to educate their students. But improvements have been so spotty and test scores so mediocre, that a philanthropist like Bill Gates, the richest man in America, is now sponsoring programs to improve American high schools so that they can produce well-educated individuals who can pursue high-tech careers to further our great advances in computer technology.

But Mr. Gates's initiatives are bound to fail because neither he nor our politicians understand why our education system works as it does. They refuse to believe that the system has been so perverted, that its aim is not to educate students with an emphasis on intellectual development, the traditional goal, but to train students toward behavioral goals. And that is why so many young people emerge from the system with stunted brain power. And that dumbing down policy comes from the highest levels of our academic institutions. Listen to what Professor Anthony D. Oettinger of Harvard University told a conference of communications executives back in 1982:

The present "traditional" concept of literacy has to do with the ability to read and write. But the real question that confronts us today is: How do we help citizens function well in their society? How can they acquire the skills necessary to solve their problems?

Do we, for example, really want to teach people to do a lot of sums or write "in a fine round hand" when they have a five-dollar hand-held calculator or a word

processor to work with? Or, do we really have to have everybody literate—writing and reading in the traditional sense—when we have the means through our technology to achieve a new flowering of oral communications?

Now, I'm sure you'll agree that parents send their children to school in order to acquire the traditional literacy that Professor Oettinger says is out of date. Universal literacy was once the whole rationale behind government education, yet the professor questions the wisdom of teaching everyone to read and write. But who is going to choose who should be literate, and who not? Prof. Oettinger obviously believes that his own children should be taught to read and write, but not yours.

Back in America's younger days, when the nation was predominantly agricultural, schools trained the young to become independent individuals so that they could become craftsmen, tradesmen, teachers, poets, writers, journalists, editors, and a dozen other occupations and professions that required independent, literate human beings.

But all of that changed at the turn of the last century. Three important things took place at that time. First, the government consolidated its hold over public schooling, creating a centralized system easily controlled by a small group of leaders. Second, that system was then taken over by the progressives—a Protestant academic elite that no longer believed in the religion of their fathers. For them, science explained the origin of the material world, evolution explained the origin of living matter, and behavioral psychology provided the means to understand and control human behavior. They saw socialism and collectivism as the desired economic system for the new century and as a cure of evil. Third, the turn of the century saw revolutionary changes in the economy: the emergence of large industrial enterprises in great need of a stable supply of compliant, docile workers to keep these huge plants working efficiently. And all of these forces collaborated to use the education system to mold America to their desired image.

It was John D. Rockefeller who, in 1890, founded the University of Chicago to provide the academic leadership needed to reform American education. In 1894, John Dewey, leader of the progressive movement, became head of the University's department of philosophy, psychology, and education. It was there that, in 1896, Dewey created the famous Laboratory School in which a new pro-socialist curriculum could be experimented on. In 1898 he wrote his seminal essay on curriculum reform, "The Primary-Education Fetish," in which he outlined the Progressive Education agenda. He wrote:

There is...a false educational god whose idolators are legion, and whose cult influences the entire educational system. This is language study—the study not of foreign language, but of English; not in higher, but in primary education. It is almost an unquestioned assumption, of educational theory and practice both, that the first three years of a child's school-life shall be mainly taken up with learning to read and write his own language. If we add to this the learning of a certain amount of numerical combinations, we have the pivot about which primary education swings....

It does not follow, however, that because this course was once wise it is so any longer....My proposition is, that conditions—social, industrial, and intellectual—have undergone such a radical change, that the time has come for a thoroughgoing examination of the emphasis put upon linguistic work in elementary instruction....

The plea for the predominance of learning to read in early school life because of the great importance attaching to literature seems to me a perversion.

Dewey then argued in favor of a curriculum which emphasized activities, projects and social interaction before children learned to read. And the reading materials themselves had to be relevant to the child's needs. To Dewey the child was a dynamo of activity and that the grind of reading and writing was psychologically contrary to the child's nature.

But Dewey was dead wrong. Yes, children are full of active energy, but they are also dynamos of language learning, having learned to speak their own language virtually from birth and by three or four quite eager to master our writing system. The child's brain is growing more rapidly than anytime in its life and language learning is at the heart of that growth. Watching a child learn the alphabet is one of the great delights of parenting. Dewey knew that, which is why he then wrote:

Change must come gradually. To force it unduly would compromise its final success by favoring a violent reaction.

If what Dewey and the progressives were advocating was so good, so beneficial, so natural, why would it have favored a violent reaction? In other words, Dewey knew that the educators would have to deceive the parents and the taxpayers if they were to succeed in implementing their new curriculum. It is of course ironic that these socialist educators could sell their curriculum to the great industrialists who wanted docile workers.

Thus, John D. Rockefeller, after creating the University of Chicago, also created the Rockefeller Foundation to fund the Dewey reforms. The first mission statement of the foundation's General Education Board, written in 1904 by Frederick Gates, stated:

In our dream...people yield themselves with perfect docility to our molding hands. The present educational conventions [intellectual and character education] fade from our minds, and unhampered by tradition we work our own good will upon a grateful and responsive folk. We shall not try to make these people or any of their children into philosophers or men of learning or men of science. We have not to raise up from among them authors, educators, poets or men of letters. We shall not search for embryo great artists, painters, musicians, nor lawyers, doctors, preachers, politicians, statesmen, of whom we have ample supply. The task we set before ourselves is a very simple as well as a very beautiful one...we will organize our children...and teach them to do in a perfect way the things their fathers and mothers are doing in an imperfect way.

That statement is a reflection of what Dewey wrote in 1898, and the new behavioral psychology would be used by the educators to do the molding. Indeed, the father of behavioral psychology, John Watson, got his Ph.D at the University of Chicago in 1903 under John Dewey. With the adoption of behavioral psychology by our schools, children would be trained like laboratory animals to develop patterns of behavior deemed appropriate by our educators. In his book, *Behaviorism*, published in 1924, Watson wrote:

Behaviorism claims that consciousness is neither a definite nor a usable concept. The behaviorist...holds further, that belief in the existence of consciousness goes back to the ancient days of superstition and magic....One example of such a religious concept is that every individual has a *soul* which is separate and distinct from the body....No one has ever touched a soul, or seen one in a test tube, or has in any way come into relationship with it as he has with the other objects of his daily experience....Let us limit ourselves to things that can be observed, and formulate laws concerning only those things.

And because behavioral psychology is so lacking in human sympathy, Watson told his students:

Man is an animal different from other animals only in the types of behavior he displays....The raw fact that you, as a psychologist, if you are to remain scientific, must describe the behavior of man in no other terms than those you would use in describing the behavior of the ox you slaughter, drove and still drives many timid souls away from behaviorism.

In other words, if you are to become a true behaviorist, you must regard human beings as nothing more than animals. And that is the psychology that is the ruling ideology in American education. Children are treated as young animals and their behavior is observed and scrutinized. We know that animals can be trained, but we also know they can't be educated. Children, on the other hand, can be both trained and educated. But true education cannot take place without recognition of the soul, which is defined in Webster's dictionary of 1850 as:

The spiritual, rational, and immortal substance in man, which distinguishes him from brutes; that part of man which enables him to think and reason, and which renders him a subject of moral government. The immortality of the soul is a fundamental article of the Christian system.

It was also at the University of Chicago that the new whole-word method of teaching reading was developed by William Scott Gray. The easiest way to dumb down a nation is to teach its children to read by the whole-word method. By 1933, Gray's Dick and Jane program was ready for American schools, and by 1955 Rudolf Flesch could write his famous book, *Why Johnny Can't Read*. In my book, *The New Illiterates*, I analyzed the Dick and Jane program and came to the conclusion that anyone taught to read by that method would become reading disabled, handicapped, or dyslexic.

But the progressives would not be deterred from their goals. A dumbed-down America is what they wanted and what they've achieved. In fact, a federal survey of adult literacy in 1983 reported that half the adult population in the United States were functionally illiterate! Can it get much worse?

The great American education fraud has been perpetrated on an unsuspecting public which somehow still believes in traditional concepts of education and can't understand why schools are failing so miserably. But having analyzed what the Dewey progressives and the great foundations have been doing since the turn of the last century, it becomes obvious what any thinking American must do: leave the system before it completely destroys the minds of millions of more children.

Thus, as homeschoolers, you must do more than just educate your own children. You must educate your friends and relatives, your representatives in Congress and your state legislature. As taxpayers, you must become politically involved so that the message can be gotten by those who make educational policy.

Our colleges of education are largely controlled by the left, the progressives and the behavioral psychologists. And they continue this fraud because they know that most Americans offer no resistance. But the awakening has begun, thanks mainly to the homeschool movement. But millions of good Christians still put their children in the public schools. There is a movement afoot to get these children out. But I suppose it will take more than just a dozen school massacres to get parents to realize that the school are not a safe place for their kids. It is easier to believe a credible lie than an incredible truth.

The truth is that an incredible education fraud has been put over on the American people. No one in government or the educational establishment will admit it. And only those of us of independent mind and spirit, with the willingness to confront an ugly reality, can bring that unwelcome message to the American people. It took years of gradual implementation for the fraud to succeed so well as it has. Dewey's advice was very well taken.

And so we get back to our definition of fraud: intentional deception—exactly what was practiced by Dewey, his colleagues, and their disciples. With this knowledge, no thinking parent would put a child in a public school. So we have a lot of work to do: to spread the word to the American public, so that the truth will make them free.