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## PUBLIC EDUCATION AT THE CROSSROADS

By Samuel L. Blumenfeld

Let me begin by reading a news item which appeared in Education Week of October 24, 1984. The headline reads: TEXAS DISTRICT ENLISTS 'ANTI-SUICIDE' TEAM FOLLOWING SIX DEATHS. The story is as follows:

A Texas school district has hired a team of "anti-suicide" counselors to work with high-school students following the suicides of six local teenagers within two and a half months.

The psychologists were hired this month to talk to students at Clear Lake High School, according to Byrd Menard, principal of the 3,060-student high school in League City, an affluent suburb of Houston.

The latest victim of what officials have termed a "cluster" of suicides was Darren Thibodeaux, a 14-year-old 9th grader at Clear Creek High School, who died of carbon-monoxide poisoning on Oct. 4.

According to news reports, it was originally thought that as many as 30 students had entered into a pact in which each swore to commit suicide in a six-week period. But school officials discovered that the story of the pact had been generated by one student as a lark and that such an arrangement does not exist.

The first question one asks is <sup>why</sup> ~~what~~ are these youngsters killing themselves? They live in the most affluent society in all of human history. They have cars, television sets, stereos, <sup>Big Macs</sup> ~~quarter-pounders~~

and whoppers, french fries and milkshakes, trips to Disney World, designer jeans and Nike sneakers. They attend a big modern high school with all the facilities that money can buy. What has made their young lives so unbearable that self-extinction is the preferred alternative?

Perhaps we can get a clue from the second news item, which appeared in the February 6, 1985 issue of Education Week. The headline reads TEXAS TEEN-AGER COMMITS SUICIDE ON SCHOOL STAGE. The story is as follows

An Arlington, Tex., high-school senior who was scheduled to play the lead part in the school play walked onto a classroom stage and shot himself with a sawed-off shotgun. The student's dramatic death follows a cluster of six youth suicides in the past year in the nearby city of Plano.

James Stailey, 17, remembered as a good student with "normal adolescent problems," climbed up on the stage on Jan. 18 and began asking "heavy philosophical questions about the meaning of life," said James Willett, an Arlington police spokesman.

"There were only five or six students in the class and a teacher," Mr. Willett said. "No one took him seriously, and they gave him half-hearted and somewhat whimsical answers."

The boy then sat down on a barstool on the stage, opened a briefcase, and shot himself once in the head with the shotgun, Mr. Willett said. He died instantly. Police said there were no signs of drug or alcohol use; no suicide note was found.

James was scheduled to play the part of a homicide detective in the school play "The Real Inspector Hound," last weekend.

What a tragedy! This youngster was literally dying to know the meaning of life, and no one took him seriously, no fellow student,

In public school you are taught that you are a product of evolution, that you are an animal & that the meaning of life for a human being is no different than what it is for an animal: the satisfaction of appetites. no teacher. ^ If Jim Stailey had asked me what the purpose of his life was, I would have told him: "To glorify God." And perhaps at that point he would have moved back from the brink of self-annihilation and decided to live in order to seek out God for himself.

<sup>could have saved Jim Stailey.</sup> Jesus ~~saves~~. He died for Jim Stailey, but <sup>apparently</sup> Jim Stailey didn't know it. The message for some reason did not get through. After all there is an invisible sign on the door of every public school in America that tells Jesus Christ to keep out. "You are not wanted here," the sign says.

And so Jim Stailey asked <sup>a life or death</sup> ~~the wrong~~ question in <sup>a place where he was guaranteed to get no answer</sup> ~~the wrong place~~. He was attending a school that not only denies the existence of God, but denies the existence of both mind and soul as well. For public education today is completely dominated by the philosophy of the behavioral psychologists, a philosophy so sterile and barren in matters of the spirit, so inhuman and anti-life in its reduction of man to the status of animal, that it's a miracle we don't have more suicides.

How can a team of "anti-suicide" counselors help high school students when it is forbidden to deal with spiritual matters in the public school? Actually, we know very little about what the contributing causes of these suicides. For example, were any of these <sup>students who committed</sup> suicides subjected to death education? <sup>Maybe you've never heard of death education.</sup> ^ At a junior high school in Shakopee, Minnesota, a death education questionnaire was given out to the students. They were asked such questions as:

How often do you think about your own death?

Has there been a time in your life when you wanted to die?

If you had a choice, what kind of death would you prefer?

Based on your present feelings, what is the probability of your taking your own life in the near future?

How often have you seriously contemplated committing suicide?

Suppose you were to commit suicide, what method would you be most likely to use?

Suppose you were ever to commit suicide, would you leave a suicide note?

~~Incidentally, the suicide~~ <sup>The</sup> methods listed in the questionnaire were: Barbiturates or pills; gunshot; hanging; drowning; jumping; cutting or stabbing; carbon monoxide; or other (specify).

So far, in all of the reports of teen-age suicide I've seen no mention of death education courses or no call for an investigation in the teaching of such courses. Why not? They've been around now quite a while, and if ~~there~~ were any good, why are more youngsters committing suicide?

Going through my files ~~in preparing for this speech~~, I found an article from the Boston Herald American of November 4, 1977 describing a death <sup>education</sup> course given to fifth graders. <sup>As part of the course</sup> The children were taken to a nearby cemetery. The article states: <sup>in a Boston suburban school.</sup>

Nine-year-old Alan Offenbergl, Robert Jost and Chris Riva grabbed everyone's attention as they jumped up and down on the 200-year-old grave of Peter Salem, one of Framingham's founding fathers.

"Hey," they shouted. "Hey, you can hear the coffin vibrating underground. Listen, it's rattling."

~~The article goes on to say~~

~~The fifth graders~~

Nice way to spend <sup>a</sup> ~~the~~ school day, <sup>jumping on graves</sup> ~~isn't it~~. Maybe <sup>it</sup> ~~jumping on~~ ~~graves~~ will replace volley ball.

The article goes on:

The fifth grade lessons in death at Framingham's Roosevelt School are a small part in a growing movement in death education.

. . .

As a result, in the past five years, the Massachusetts Department of Education has introduced a correspondence course on death; the University of Massachusetts in Boston has initiated a course called "Death and Dying;" Brookline High School has inserted units on coping with loss and grief in its psychology curriculum and Bigelow Junior High School in Newton has included a session on dying in English courses, to name a few. . . .

(In the elementary school) the children are asked to define death and draw a picture of it. . . .

As the course progresses, the children also will learn what their teachers call the basics of writing their own wills, epitaphs and eulogies and enacting a death scene. They'll see a film about a girl their own age who dies. At the last class, they'll visit a funeral home, where they'll learn how a body is prepared and dressed for a wake, how a coffin is lowered into the ground and how long it takes for a body to disintegrate.

<sup>article</sup> This was written in 1977. By now such courses are probably taught in every school district in America. <sup>The public schools</sup> ~~They~~ are forbidden <sup>from</sup> ~~to~~ teaching about the Living God through whom eternal life is attainable, but they can teach the secular humanist view on death.



Who is pushing all this death education? The answer can be found in the Boston Herald American of July 23, 1978 in an article about Prof. Richard O. Ulin of the University of Massachusetts and author of "Death and Dying Education." The book includes an 18-week syllabus for the death education teacher. The article states:

At the time (Prof. Ulin) began doing reading and research, the National Education Association, the publisher of the book, was looking for someone to write about death education. A friend who had heard about the NEA's quest matched the author with the publisher.

So death education has been around since the mid 1970s, just at about the time that teenage suicides began to increase. In 1958 the U.S. Bureau of Vital Statistics listed three childhood suicides. By 1973 that number was up to 75, ~~and in 1977~~ ~~According to an article in the Boston Herald American of May 15, 1977 the suicide rate among 15 to 19 year olds increased 200 percent from 1962 to 1977.~~ Today, it is <sup>the 2nd highest</sup> ~~probably~~ <sup>cause of death among teenagers.</sup> ~~much higher.~~ Death education isn't preventing suicide, it is making it more acceptable: like abortion, premarital sex, functional illiteracy, hallucinogenic drugs.

The absence of religion in the public schools creates a <sup>spiritual</sup> a/vacuum. If children are not given <sup>the</sup> moral armament ~~to defend with which to defend themselves against~~ evil, in which Satan can enter and thrive. <sup>the worse can happen</sup> Here's an illustration ~~of what~~ <sup>can happen</sup>, from the New York Times of July 8, 1984

A teen-age youth charged with slaying and mutilating a 17-year-old Long Island boy in what authorities said was a ritual carried out before followers of a satanic cult was found

hanged early yesterday in his cell at the Suffolk County Jail. . . .

The Sheriff ordered that a second youth charged in the case . . . be placed under a 24-hour suicide watch.

The suspect's death was the latest development in the murder of Gary Lauwers of East Northport, who vanished June 15. According to what the authorities said were confessions by the two suspects, Mr. Lauwers was stabbed repeatedly and had his eyes gouged out in a four-hour ritual in the light of a campfire in a wooded area near Northport on the night of June 16. . . .

The cult . . . is known as the "Knights of the Black Circle." It has about 20 teen-age members and has held gatherings for several years in the Northport area involving "the sacrifice of animals, the burning and torturing of animals" in satanic rituals.

Mayor Peter J. Nolan, like many Northport residents, said yesterday that he found the murder and the suicide "hard to believe. He said the village of neat homes on tree-lined streets had many recreation and aid programs for young people, including a drug rehabilitation center supported by the local school district.

"We have everything a kid wants," he said. . . .

When arrested Thursday, Mr. Kasso (the suspect who committed suicide) was wearing a shirt bearing a devil's picture and the logo of AC/DC, a popular heavy metal rock group with a satanic image whose rendition of "Hell's Bells" on an album entitled "Back in Black" proclaims "Satan'll get ya!" and "You're only young, but you're gonna die!"

. . . At least four teen-agers . . . witnessed the slaying, in which Mr. Kasso plunged a knife 17 times into the head, neck and chest of the victim. . . . During the ritual some of the

victim's clothing was burned as the cult members chanted and  
 . . . the dying victim was forced to say, "I love Satan."  
 . . .

~~Mr.~~ <sup>the victim</sup> Kasso then dragged ~~him~~ about 15 yards, thinking he was dead. "When Kasso began to leave the site, Lawwers sat up and according to Kasso said, 'I love you, mom.' At this point Kasso returned to where Lauwers sat and inflicted further stab wounds into the facial area, cutting out his eyes.'

Simultaneously, Kasso reportedly told the police, he heard a crow screech "and this was indication to him, as a Satan worshipper, that the devil had ordered him to kill Lauwers."

That's what's happening in some of our beautiful suburbs. Mr. Kasso's father, by the way, is a high school football coach. You can play AC/DC's satanic music in public schools, but hymns to Jesus Christ are strictly forbidden. In fact, America's public schools are owned by Satan. They are his parochial schools, and he loves death education because he wants the souls of our youth. What with drugs, rock music, pornography, sensitivity training, values clarification, blasphemy, foul language, sexual promiscuity, globalism, socialism, witchcraft and astrology our public schools have become a moral cesspool leading our youth to degeneracy and degradation.

Is that what ~~you're~~ <sup>we're</sup> paying ~~your~~ taxes for?

The impact of satanic education on the youth of our inner cities is even more frightful than in the suburbs. In the inner cities there is less suicide but more murder. The Detroit Free Press of Nov. 11, 1984 devoted two full pages to the shootings in Detroit among young blacks. <sup>In those 4 1/2 mos.</sup> From July 1, 1984 through November 10, ~~of that year,~~ 118 children



under 17 were shot in Detroit, two of them twice. Eight died. One hundred of them were male and <sup>all but</sup> ~~only~~ four were ~~not~~ <sup>many</sup> black. <sup>With</sup> black youth <sup>today</sup> <sup>is</sup> unemployment as high as 75 percent. <sup>The</sup> situation has become explosive. These ~~black~~ youths have all gone to our wonderful public schools which <sup>somehow</sup> failed to teach them any employable skills.

The sexual revolution, which is <sup>also</sup> part of the humanist drive for moral relativism and a sinless world, has <sup>also</sup> taken its toll in the black community. In 1982 more than half of all black children born in the United States were illegitimate, and half of those had teen-age mothers. Most of them are destined to grow up in grinding poverty.

The New York Times Magazine of September 16, 1984 carried a truly ominous article on black youth, entitled Manchild in Harlem written by black journalist Claude Brown. Mr. Brown writes:

Today's manchild is a teen-ager between the ages of 13 and 18 . . . living with his unskilled, laboring mother and three or four sisters and brothers in a dilapidated tenement or low-income project.

Today's manchild is persistently violent, obsessed with a desperate need for pocket money. They possess an uncompromising need to be able to wear a different pair of designer jeans twice a week . . .

Manchild 1984 is the product of a society so rife with violence that killing a mugging or robbery victim is now fashionable.

"You take their stuff and you pop 'em."

"Murder is in style now."

The new manchild is so deadly and so cynically rational that he is terrifying.

It is disturbing to consider that murder is in style among young muggers and that the style among the New York political establishment is anti-capital punishment liberalism, and how well the two styles complement each other.

Today's manchild . . . obtains the biggest gun he can find -- usually a sawed-off shotgun or a .45 -- sticks it in the face of some poor working person and takes all of \$5 or \$10 and his life -- a maniacal act.

So do you wonder why Mr. Goetze shot those four black youths in the New York subway when they tried to rob him? Do you wonder why he bought a gun to defend himself against these ~~maniacs~~ homicidal maniacs who roam freely through the subways of New York looking for victims?

*I'm sure that American in other cities can repeat the same story.*

Remember, these youths are the products of American public education. We have compulsory school attendance laws in every state of the Union, and these youths are exactly what the schools have programmed them to be.

In the first place they are functionally illiterate, and it is our schools that have made them that way. Ever since John Dewey and his progressive colleagues took control of public education in the early part of this century, the goal of public education has been to create a socialist society in America -- to get rid of capitalism, individualism and religion and replace them with socialism, collectivism and atheism.

John Dewey considered high literacy to be an obstacle to socialism, and that is why the progressives shifted the emphasis away from basic intellectual skills to the development of social skills. High literacy produced this individualistic intelligence which was not

conducive to socialist control. The progressives wanted to dumb down the masses so that they could be controlled by a new scientific-technological elite from the universities and psych labs. So the educators changed the way Americans were taught to read. They threw out the alphabetic-phonics method of teaching reading and substituted a new sight-word method based on reflex conditioning that would produce a much lower level of illiteracy. All of this occurred in the early 1930s.

In case you're not sure what the whole-word or look-say method is, let me describe it to you using the words of Prof. Walter Dearborn of Harvard University in an article by him written in 1940 (School & Society, October 19, 1940):

Teaching a child to read consists essentially of translating his knowledge of spoken language into an ability to comprehend language visually presented. Perhaps the procedure most commonly used to bring about this translation is to point out the printed word to the child at the same time that it is pronounced for him. Since he has already learned to speak the word upon hearing it, it is expected that by a process of association he will now learn to speak the word upon seeing it. . . .

By associating the responses made to the sounds of the words with the sight of them, he will learn to recognize them visually. Of course, the learning will not be immediate. Repetition is required. This requirement can be met, however, by repeating the words in context.

The principle which we have used to explain the acquisition of a sight vocabulary is, of course, the one suggested by Pavlov's

well known experiments on the conditioned response. This is as it should be. The basic process involved in conditioning and in learning to read is the same.

. . . The reader who is familiar with the details of Pavlov's work will know the requirement which it is important to meet here. In order to obtain the best results from the use of the conditioning technique, the substitute stimulus must either immediately precede, or occur simultaneously with, the adequate stimulus. As we have explained before, the substitute stimulus in the case of learning to read is the word seen and the adequate stimulus is the word heard. . . .

. . . For example, the following sequence, (1) visual stimulus "dog," (2) spoken word "dog," then (3) a moving picture of old Fido himself, would seem to apply neatly the principles of first- and second-order conditioning.

(A Sound Motion-Picture Technique for Teaching Beginning Readers)

The progressives were so successful in getting phonics out of the schools that by 1944 dyslexia had become a household word and millions of children were having problems learning to read. In April 1944 Life magazine published an article on dyslexia, stating:

Millions of children in the U.S. suffer from dyslexia which is the medical term for reading difficulties. It is responsible for about 70% of the school failures in 6- to 12-year-age group, and handicaps about 15% of all grade-school children. Dyslexia may stem from a variety of physical ailments or combination of

of them -- glandular imbalance, heart disease, eye or ear trouble -- or from a deep-seated psychological disturbance that "blocks" a child's ability to learn.

The article then described the treatment given a young girl afflicted with dyslexia: thyroid treatments, removal of tonsils and adenoids, exercises to strengthen her eye muscles. Nowhere did they recommend teaching her the alphabet! But how thyroid treatments or an adenoid operation were supposed to cure the child's reading problem was not explained.

And that's the way things were until 1955, when Rudolf Flesch wrote his famous book, Why Johnny Can't Read. In it Flesch told America that there was nothing wrong with American children. It was the teaching method that was causing the problem.

Of course, this didn't go over too well with our educators who proceeded to criticize, vilify and discredit Flesch, accusing him of wholesale misrepresentation. They then proceeded to organize the International Reading Association to defend look-say against all of its critics. And they have continued to teach look-say until American literacy was reduced to its present abysmal state: 23 million functional illiterates, 50% functional illiteracy among blacks, widespread adult illiteracy, poor writing skills at all levels of society, an academic decline that the National Commission on Excellence in Education says has made us a Nation at Risk.

Our educators have done quite a job on us academically, deceiving the public, the parents and the children. The American taxpayer has been robbed blind by the educators to finance his own intellectual destruction. He's actually paying the educators to destroy literacy,



*the free-enterprise system*

~~capitalism~~, individualism, religion, and our unalienable rights as human beings.

After hearing all of this, you must be wondering what kind of men would deliberately devise a plot of such diabolical evil to destroy the minds and souls of our youth. I believe that Dewey, Cattell, Judd, Thorndike and the rest were basically Satanists driven by a hatred of God so deep that they were willing to spend their lives doing everything in their power to turn the American people against Him. And that is why today's educators are putting up so strong a fight against school prayer, creationism, or even equal access. They would rather risk destroying all of public education than permit God to enter the classroom.

Their entire program is calculated to turn this nation against God. If, as the Bible says, righteousness exalteth a nation, then sin must hopelessly degrade it. And that is Satan's aim: to degrade human beings who were created in God's image. What better way to hurt and offend God then by turning His children against Him and making them disgusting in His eyes? And have we not become disgusting with our abortion mills that have killed over 10 million babies, our pornography, our perversions, our blasphemies?

The American educator has played a central role in turning this nation against God, in turning the American public school into a temple of atheism, ignorance and vice. There are, of course, many good teachers in our public schools trying to do some good in an environment of overwhelming sin. But many of them are ready to quit. Listen to some of them:

A teacher in Iowa: "I'm sick of being called foul names, sick of hearing students use 4-letter words, fed up on garbage and fights in the halls, and the 'you-can't-make-me' attitude."

A teacher in Michigan: "The public would not believe what goes on in the average classroom. Anyone who goes into teaching today should have his head examined."

A teacher in Tennessee: "I've taught school for 25 years. These last five years have been the worst. Everything that isn't nailed down disappears. The language in the halls and classrooms is unprintable."

A teacher in Chicago: "I am a teacher who is also ready to quit. I have a nervous stomach from the fist-fighting in my classes. A student pulled a knife on me last week. Three teachers in our school were assaulted last month. It's a nightmare!"

Humanism, socialism and communism have one thing in common: they all share a burning hatred of God. This makes them allies in their determination to wipe<sup>out</sup> Judaism and Christianity. Hatred of God makes them all satanists, for Satan's mission is to separate man from God by any means he can devise.

Igor Shafarevich, the brilliant Soviet mathematician, writes in his book, The Socialist Phenomenon:

The death of mankind is not only a conceivable result of the triumph of socialism -- it constitutes the goal of socialism.

. . . (T)he complete extinction of mankind is not a chance external consequence of the embodiment of the socialist ideal; . . . this impulse is a fundamental and organic part of socialist ideology. To a greater or lesser degree it is consciously perceived as such by its partisans and even serves them as inspiration.

In other words, socialism, communism, and humanism are cults of racial suicide. No wonder so much talk of nuclear holocaust by the humanists and communists. No wonder Jim Jones staged a mass suicide <sup>self</sup> of him and his followers. No wonder Pol Pot killed off half the Cambodian nation in one year. No wonder the humanists are pushing death education in the schools of America. No wonder we have killed <sup>unborn</sup> over 10 million/babies. Shafarevitch writes:

Understanding socialism as one of the manifestations of the allure of death explains its hostility toward individuality, its desire to destroy those forces which support and strengthen human personality: religion, culture, family, individual property. It is consistent with the tendency to reduce man to the level of a cog in the state mechanism, as well as with the attempt to prove that man ~~e~~xists only as a manifestation of nonindividual features, such as production or class interest.

Where does this suicidal impulse come from? It comes from Satan. The suicide of mankind is Satan's ultimate goal because it would represent man's complete and utter rejection of God and his gift of life. And why do men follow Satan? Because he permits them to exercise their sinful natures and promises them fulfillment of monstrous lusts which lead to

unrestrained human degradation.

Degradation is the unmistakable hallmark of Satan's work, for Satan ~~he~~ loves to degrade God's masterpiece made in His image.

It is the rejection of God that makes us susceptible to Satan, and that is why Satan encourages skepticism, agnosticism and atheism -- anything that will separate us from God and remove us from God's protection.

Satan is the father of lies, and whenever falsehood begins to dominate an institution you can be sure that it has fallen under Satanic influence. That is now true of public education where educators routinely lie to deceive the public. There are few institutions in America as dominated by the lie as public education, and that is a sure sign of Satanic control.