

# Blumenfeld: NEA supports radical left, not children

MITCHELL DIGGS  
The Courier

Northeast Mississippi teachers should examine carefully the policies and values of the National Education Association before joining the organization, a former teacher and author of six books on education said Monday in Tupelo.

Samuel L. Blumenfeld, author of "N.E.A.: Trojan Horse in American Education," charged that the NEA has become more interested in exerting political power to implement liberal programs than in teaching children to read. The alarming illiteracy rate can be brought under control, he said, by changes sponsored by the NEA.

BLUMENFELD

"The radical left is r  
NEA to achieve politic  
country...That's wh  
'60's radicals have g  
teaching profes-

## Group For Suicides, Illiteracy

that people are animals  
only goal is to satisfy their  
y are youngsters killing  
lives?" he asked. "They live  
in most affluent society in  
menfeld rated suicide as  
second-leading cause of death  
teenagers. He blamed ab  
of a philosophy giving real  
ing to life as a factor in teen  
education" courses ac-  
upils with all facets of  
and dying, he said. Yet the  
Court has banned public  
in schools. He said the  
published a textbook for  
source.

ing publishing a book on death  
education and getting it into  
school?" Blumenfeld asked.

ELLEN MARSHALL, Northern  
Kentucky director of the Ken-  
tucky Education Association, an  
affiliate of NEA, said prior to  
hearing Blumenfeld's talk that  
the national association's bylaws  
contain none of the schemes  
charged by Blumenfeld.

"Yes, we are a teacher advoca-  
cy organization," Marshall said.  
"We try to promote teachers  
with classroom environ-  
mental achievement."  
Blumenfeld

feld now has written "NEA—Tro-  
jan Horse in American  
Education." It now is in its third  
printing, according to Mike Arata,  
a Mariemont, Ohio, high school  
teacher and coach, who intro-  
duced the speaker.

Blumenfeld's book traces the  
course of American education  
from early-day common schools  
to today's government-controlled  
institutions dominated by behav-

He said the increase in  
national illiteracy at  
school graduates is  
door of the N  
American  
results  
try

## Public schools harm youths, author says

By MARK HORSTMAYER  
Register Staff Writer

An education author urged parents Friday to abandon public schools and cause their children to attend them.

Samuel Blumenfeld, a former teacher and author of six books on education, who has written "N.E.A.: Trojan Horse in American Education," charged that the NEA has become more interested in exerting political power to implement liberal programs than in teaching children to read. The alarming illiteracy rate can be brought under control, he said, by changes sponsored by the NEA.

## Author calls school a moral pollutant

By Joan Abrams  
of the Tribune

opponent of the National Education Association, was at Le...  
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...ar-old," he...  
...Today's...  
...rooms are...

# 'Education Malpractice' Afflicts U.S., Speaker Says

By Jennifer Young  
Journal Reporter

Samuel L. Blumenfeld thinks a sign should be placed over the doors of America's public schools: "Warning: This school may be dangerous to the health and safety of your child."

Public schools themselves have an affliction, said Blumenfeld, a former public and private school teacher and the author of six books on education. What's more, he said, there's no cure for the affliction.

ic, spiritual and moral danger.

One academic danger, he told the audience, is North Carolina's new Basic Education Plan. "I was absolutely shocked. I could not believe what I was reading." He said that it condemns a third of the state's children to functional illiteracy.

One of the problems is that the plan says children should be taught to read by looking at whole words, rather than by phonics.

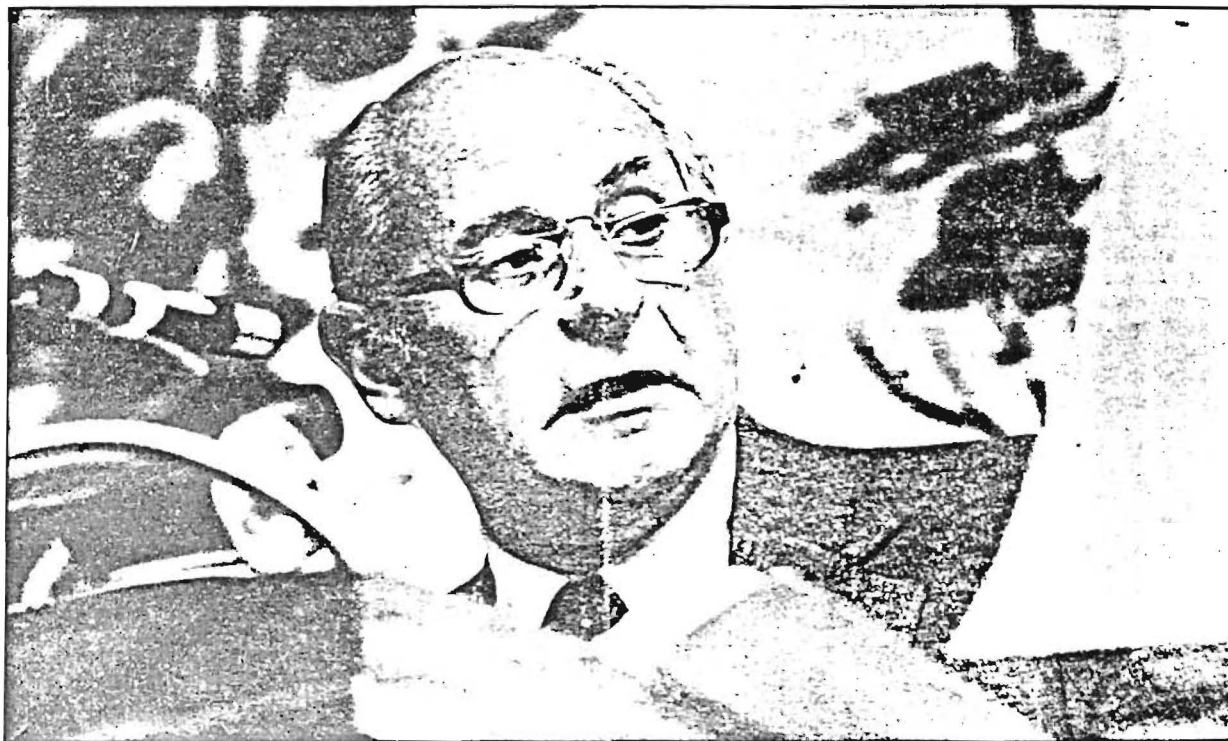
Blumenfeld said that it's big busi-

## Author: Public Schools Fail in Many Respects

By HEITSY SANDBERG  
Gazette Reporter

spread of AIDS, Blumenfeld decried it  
another example of declining morality.  
"We can tell them not to have sex," I  
said. "The Bible says the wages of sin  
is death."  
He said speaking tonight, Blumenfeld

Blumenfeld will give the sam  
talk tonight at the Imperia  
House North Motel, 1717 Glenc  
dale-Milford Rd., Cincinnati.  
GUNS ENQUIRER, JAN 11, 1981



Post-Crescent photo by Bob Boelen

"The whole format of public education is made for the convenience  
of teachers..."

Sam Blumenfeld

SAMUEL L. BLUMENFELD

America's  
Most Controversial Critic  
Of Public Education



## Crucial Issues in Education

Academic Failure  
Violence in the Schools  
The Affective Domain  
Drugs and Alcohol  
Death Education  
Teen Suicide  
Sex Education  
Teen Pregnancy  
Functional Illiteracy  
Ritalin  
Vandalism  
Teacher Burnout  
Values Clarification  
Sensitivity Training  
Phonics vs. "Whole Language"  
Special Ed  
Monopoly Unions  
Multiculturalism  
Globalism  
AIDS  
Decline in Math  
Decline in Science  
Bilingual Education  
Accountability  
Pornography  
Humanism  
Evolution vs. Creationism  
Prayer  
Parents Rights  
Educational Malpractice  
Dyslexia  
Condom Distribution  
Health Clinics  
Teen Abortions  
Testing  
Child Abuse



Times-News photo/SKYE SAVESON

**Lecturer Sam Blumenfeld said Wednesday that teen suicides can be attributed to 'death education' classes**

Controversy!

The Conspiracy Against Literacy!

Controversy!

Parents Rights!

Educational Malpractice!

How Public Schools Cause Functional Illiteracy!

Dyslexia: You Get It In School!

Public Education: A Failed Monopoly!

Teach Your Child to Read At Home!

How Public Schools Fail America!

The "Whole Language" Fraud!

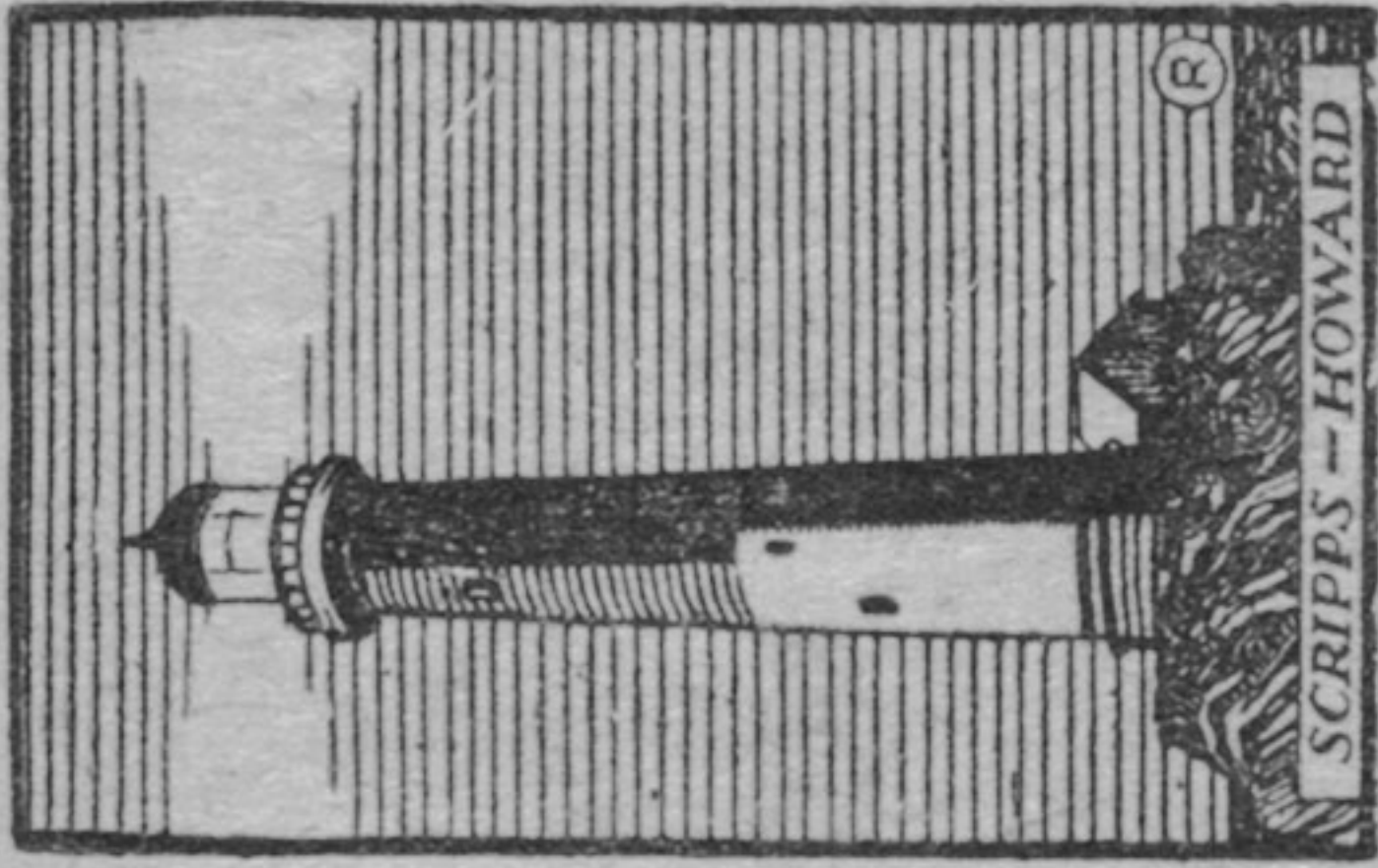
Who Killed Excellence?

Needed: A New Philosophy of Education!

Why Education Reform Will Fail!

Do Our Educators Know What They're Doing?





# Columbus Citizen-Journal

OFFICIAL FORECAST—Monday cloudy, warm, showers. High 68. Tuesday clearing, cooler, showers. Low 50; high 60. (Map on Page 3.)

VOL. 4—No. 117

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FINAL

HOME

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## Columbus Town Meeting

# De Gaulle Comes Under Fire; Claim He's Abusing His Power

President Charles de Gaulle was labeled a liar, despot, traitor and a person who has usurped and abused political power on Columbus Town Meeting Sunday.

This description of the French leader by Samuel Leon Blumenfeld, editor and publisher of U.S. France Reports, promoted a verbal chastising from Gerard de la Villesbrunne, counselor with the French embassy in Washington.

De la Villesbrunne reminded Blumenfeld that, "In discussions of this nature you usually refrain from insulting the leader of a nation."

**HE ACCUSED** Blumenfeld of heading an anti-Arab publication which favors a certain element of the French people in North Africa.

"Some people thought we had to remain in Algeria, but those were French Fascists fighting against the will of most Frenchmen," the coun-

selor said.

**BLUMENFELD CHARGED** that the de Gaulle myth was created in World War II, and a reign of terror that caused the death of a thousand persons occurred when he took over in 1944.

In 1962, over a hundred civilians in Algeria were machinegunned to death. An atrocity worse than anything the Germans did in World War II, Blumenfeld stated.

**BLUMENFELD** accused de Gaulle of betrayal in Algeria, adding that in 1958 he had stated Algeria was French and the Moslems would be French.

Donald Bruce Marshall, political science instructor at Ohio State University, related that de Gaulle came into power to end the instability of the French government.

**"HE OFFERED** a personal solution—to substitute himself for the parliamentary system. He has not solved it,

but has driven instability under ground," Marshall said.

De la Villesbrunne said there was no intrigue on de Gaulle's behalf when he regained power. On both occasions that de Gaulle came into power he asked for a constitution, though some wanted him to be dictator or emperor.

**BLUMENFELD** stated the constitution of 1958 was a good one until de Gaulle began to ignore it.

De la Villesbrunne stated de Gaulle's ultimate aim is for a United States of Europe, and definitely not one controlled by France.

**BOTH MARSHALL** and Blumenfeld challenged de la Villesbrunne on France's determination to develop an independent nuclear striking force. Both labeled it expensive, with a tendency to weaken the over-all position of the Western allies.



# THE Diamondback

## Birch Speaker Criticizes U.N.'s 'Totalitarian' Goals

Samuel L. Blumenfeld, a New York lecturer brought here by the local John Birch Society, warned last night that the United Nations is not the well-meaning organization that most people think it is.

Speaking to more than 100 people in Berkshire Community College auditorium, Blumenfeld went into extensive historical detail in an effort to prove his thesis: That the United Nations is "a socialistically oriented quasi-world government, conceived by an internationalist clique and run by a coalition of political criminals, Western socialists and statist, whose goal it is to impose by force over all mankind a totalitarian government."

### U.N.'s Birthday

The talk was purposely scheduled to coincide with United Nations Day celebrating the 22nd anniversary of the formation of the U.N. Blumenfeld quipped, "Now that the U.N. is over 21, it is responsible for its own actions."

The lecturer read from the 1964 U.N. directory as documentation of his point that the U.N. staff is overbalanced with Communists, especially Russians, in key positions.

He said that the personal secretary to the secretary general has virtually always been a "Russian national." (There was a period, he said, when a Yugoslav held the position.) Because of this, during the Korean War the Russians often intercepted reports of military strategy directly from Gen. Douglas MacArthur, Blumenfeld contended.

In his effort to show that the United Nations was conceived by an "internationalist clique," he traced the history of the ill-fated League of Nations, which he says was conceived by Col. Edward M. House, adviser to Woodrow Wilson, even before World War I broke out.

### Wealthy Clique

The short (5-foot-1) trim lecturer claimed that the clique was and still is influenced by the Rockefeller family and other wealthy liberals. He said that the movement toward a world totalitarian government has been beneficial to the Rockefellers.

Most of the westerners in the United Nations, Blumenfeld said, are "statists" — that is, they want a government that would have control over every

citizen of the world. The constitution for that world government, he said, has already been written by Grenville Clark, whose project was financed by the Ford Foundation. He said that the constitution is "totalitarian" in nature.

### Other Comments

Blumenfeld, a 41-year-old former publisher, also said:

—The U.N.'s intervention in Katanga was forced by a Swedish-American corporate group, which included Dag Hammarskjöld's family, to further the group's business interests.

—That Communists control the 38th floor (the top floor) of the U.N.

—That the "millionaire clique" got this country into both world wars in its efforts to push for world government.

—That the U.N. has done nothing for world peace, for improving the world economy or for protecting individual freedoms.

—That he is "not saying that there should be no government among nations," but, "if you are for individual freedom as I have outlined, you cannot be for the U.N. as it is presently composed."

### No Challenges

In previous Birch-sponsored meetings, liberals have turned out to challenge the speakers. But in a brief question period, there were no real challenges hurled at Blumenfeld. He told one questioner that he opposes the draft as an infringement on individual liberties. But he said he opposes the draft-card burners, because they are demonstrating not against the draft but in opposition to a war against the Communists.

Blumenfeld was once an employee of the John Birch Society, but he left that organization after a dispute with founder Robert Welch.

His lecture here was sponsored by the local Birch Society and a Birch-inspired independent organization entitled TRAIN, which stands for "To Restore American Independence Now."

## UN Debate

(Continued from Page 1)

at the outbreak of the Korean War he was a correspondent for the London Observer. He was captured just 13 days after his arrival and spent 33 months as a prisoner. He was now Director of the United Nations Information Center in Washington.

Mr. Blumenfeld was born in New York City. He attended the public schools there and in 1945, he went overseas and fought in the closing battles of the Italian campaign. In 1947 he returned to the U.S. to complete his bachelor of arts degree at the City College of New York.

He has worked for Rinehart & Co., and has served in various editorial jobs for The World Publishing Co., The Viking Press, and Grossett & Dunlap. He is presently organizing a publishing company, and speaking professionally for the John Birch Society.

The U.N. Club is making this their outstanding event this semester. Invitations have been sent to students from American University, George Washington, Georgetown, and the American Association for the U.N.'s Capital Area Division. Students and faculty members from the University are also welcome.

Mr. Blumenfeld will also be interviewed for broadcast over WMUC, the campus radio station. Listen to WMUC for details as to when the interview will be broadcast.

## Bircher vs. UN Rep., In Debate Over Issues

The entrance of Red China into the United Nations and other controversial topics will be debated, tonight at 7:30 in the BPA Auditorium, by representatives of the U.N. and the John Birch Society.

The debate, which is sponsored by the United Nations Club, features Samuel L. Blumenfeld, who is a professional speaker for the John Birch Society and Mr. Phillip Deane, director of the U.N. Information Center in Washington.

The debate will open with a ten minute opening statement by each speaker. Each speaker will then talk for five minute intervals, with each man giving opposite points of view, about such topics as:

1. the entrance of Red China into the U.N.
2. U.N. operations in Katanga.

3. the role of the United States in the U.N.

4. the role of the U.S.S.R. in the U.N.

5. major problems facing the world and the U.N.

After the topics have been discussed, a period of ten minutes will be allotted to each man to make a conclusion. This will be followed by a question and answer period, in which the audience will be invited to participate.

Mr. Deane's real name is Gerassimos Theodoros Christodoulou Svoronos-Gigantes. Phillip Deane is his pen name.

He escaped from Greece during World War II and served as a submarine lieutenant in the British Royal Navy. Later he returned to Greece and acted as director of information to the Greek Ministry of Coordination. In 1950

(Continued on Page 3)



# The El Paso Times

Seven Leased Wires of The Associated Press (AP) and New York Times News Service—Member of Audit Bureau of Circulations

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EL PASO, TEXAS, TUESDAY, OCTOBER 20, 1964

Want Ad Dept. 532-1971

THE EL PASO TIMES — E

## Goal Of Internationalists Attacked By Speaker On U.N.

**TODAY'S CHUCKLE:**  
Our ancestors had to haul the wash water from the well, but they didn't have to sit up nights figuring out how to meet the payments on the bucket. (C)

The goal of the internationalists of human rights, for instance, in the United Nations is to establish a united world federation which would end individual rights, the inalienable rights of men and every vestige of economic freedom. Samuel Blumenfeld, New York publisher, told 300 El Pasoans Monday night.

Blumenfeld was the second speaker in an educational series sponsored by Southwest Independent Speakers Forum. He spoke in Templin Hall at Radford School.

Blumenfeld lambasted the United Nations, telling how American officials had stalled him off when he requested to see the staff roster of the members of the Secretariat, who run the U.N.

When he was finally allowed to see the roster, only briefly, about a week ago, he said he found that the Communists and neutralists hold most of the important staff positions. He said the only committee overburdened with U.S. representatives was the finance committee.

Blumenfeld discussed a number of the committees, from Secretary General U Thant's personal assistant on down. In the division

of human rights, for instance, there is a Mongolian, Indonesian, two Soviets and a Hungarian. The director of the office of public information is a Czechoslovakian and the deputy director is a Soviet national, he noted.

The New Yorker presented a thesis and then filled out the details. The thesis was that the United Nations is a socialist-oriented, quasi-world government, conceived by internationalist clique, criminals and Western socialists and statistes whose goal is to impose, by force, over all of mankind a world totalitarian state.

He said that Secretary General U Thant, who earns \$70,000 a year, speaks in Marxist dialectical terms and believes that the individual is submissive to the state. Blumenfeld also noted that the belief about the individual being submissive to the state is shared by Adlai Stevenson, U.S. ambassador to the U.N.

Blumenfeld, president and founder of Coleridge Press, traced the history of the U.N. to the days before World War I. Naming several advisors to President Woodrow Wilson, Blumenfeld said that they wanted the U.S.

to enter the war only so that a world government could grow out of it. He said they did not care about the 100,000 Americans who died.

After the Paris peace conference, Blumenfeld recalled how they tried to return to the U.S. to sell the people on the League of Nations. Blumenfeld put the Rockefeller family high in the internationalist clique.

After the League of Nations was rejected by the people of the U.S., the internationalist clique continued to work toward its goal. Before World War II, the clique began plans for a substitute organization, the U.N. He said the clique again wanted the U.S. to enter war so its goal of a world organization could be realized.

After the war, the group served to organize the U.N. at the famous San Francisco meeting.

He said the internationalists still believe that a world federation, with world peace, could be obtained by another world war. And noting the grip the Communists have on the organization of the U.N., Blumenfeld said that the Reds expect to control such world government.

### THE WEATHER:

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84th Year No. 294



## PUBLISHER TELLS LOCAL AUDIENCE

## JFK Death 'Red Conspiracy'

By BOB PEARS  
Staff Writer

Despite the Warren Commission conclusions that Lee Harvey Oswald, assassin of President John F. Kennedy, was an unbalanced loner who had no help in the deed, Sam Blumenfeld, a publisher and lecturer, said last night that he had no doubt the murder was a well-planned action of the Communist conspiracy.

Speaking before about 300 persons at the Phoenix Women's Club, Blumenfeld, president of Coleridge Publishing Co. and publisher of America - France Report, gave several reasons why the Communists decided to get rid of President Kennedy. In brief, they are:

1. To remove Kennedy, who had become a liability to their program.

2. To produce mass public indignation against right wingers, whom they believed would be blamed for the act.

3. To eliminate the Sen. Barry Goldwater threat by linking his support to the right.

4. To put a damper on

right-wing ideas, destroy the effectiveness of anti-Red leaders, and eliminate criticism of left-wing ideas and influence.

5. Re-establish Democratic Party influence in the South.

Blumenfeld's lecture was sponsored by the local American Opinion Forum, an affiliate of the John Birch Society.

"I believe President Kennedy was assassinated Nov. 22, 1963, by an agent of the Communist conspiracy in an effort to destroy the conservative movement and to nullify Sen. Goldwater's chances of getting the presidential nomination," Blumenfeld said.

He said he believes the Reds had a program planned against their right-wing opponents if Oswald hadn't been caught and that they intended to use their influence over mass communications media to set off a wave of indignation and violence.

In regard to the Warren Commission Report itself,

Blumenfeld said that it is filled with facts but leaves itself wide open to criticism in the way it connects and appraises the facts. He said in many cases it cites certain facts, then fails to follow through in explaining them.

One point which the publisher brought out, for instance, is that the report says commission studies show there is no MVD (Soviet secret police) school for assassins in Minsk, Russia, where Oswald lived and worked while a defector to the Soviet Union. However, an interview with Soviet intelligence agent Col. Michal Goleniewski, a defector to the United States, which appeared March 4, 1964, in the New York Journal-American reveals that there is a GRU (Soviet military intelligence) school for killers in Minsk.

The Warren Report, Blumenfeld said, brings out the close connection between the MVD and the GRU in a footnote, but does not mention this GRU school. Nor did the commission interview Col. Goleniewski, he added.

# Warren Commission Scored for Not Seeing Red Influence in JFK's Death

By THEO JEAN KENYON  
Staff Writer

A speaker described in advance publicity as "one of the best known and most active anti-Communists on the American scene today," excoriated the Warren Commission last night for not finding a Communist conspiracy in the assassination of President Kennedy.

Samuel L. Blumenfeld, 39-year-old publisher of a monthly journal "United States Report" and head of Coleridge Press, was the first of six speakers in a lecture series sponsored by the Patriotic Citizen's Forum.

Blumenfeld, speaking to around 120 persons at Peoria High School auditorium, charged the Warren Commission with conducting its investigation "in a manner so as to elicit the least information" and said it "bent over backward to avoid showing a conspiracy."

He also asserted, "it is likely important information about the assassination was suppressed by the Commission."

HE SAID THE Warren Commission exhibited "bias" in the techniques it used, listing these as: "being most uninquisitive about the most suspicious persons, not confronting witnesses with contradictory statements, and accepting witnesses at their own words."

Blumenfeld, in particular mocked day by day financial accounts which the Warren Commission set up to show how Lee Harvey Oswald, Kennedy's assassin, managed to have \$170 in a wallet at home the day of the assassination even though he made little salary.

WHILE COMMUNIST agents receive money surreptitiously, said Blumenfeld, the Warren Commission went to great lengths "to fabricate a phony financial setup" for Oswald.

Blumenfeld said a study of the Commission's financial setup for Oswald shows he and his wife lived on \$1.65 a day average in the 17 months after he returned to the United States from Russia. "So by starving himself and his family, he was able to have a surplus."

Other points that drew Blumenfeld's attention focused on the ease with which Oswald was able to obtain a passport to Mexico in 1963, despite Oswald's previous defection to the U.S.S.R. He said he believed Oswald went to Mexico to obtain his instructions for the assassination.

The backgrounds and relationships between the Oswalds and Ruth and Michael Payne of Dallas, the couple with whom Marina Oswald was living at the time of the assassination, and a Russian couple who introduced the Paynes and Oswalds, was also explored by Blumenfeld as part of the conspiracy he believes existed.

DISCREPANCIES and inconsistencies in the testimony of the Paynes and Marina Oswald were read at some length by Blumenfeld as part of his speech. He said "it is my belief that Ruth Payne was invited to the party (in the summer of

1963) especially to meet Marina Oswald and take her on as a friend, so that Lee could be free to make Communism a little more inevitable."

Blumenfeld also commented upon the individual members of the Warren Commission, who were picked by President Johnson to carry out the investigation. He said Chief Justice Earl B. Warren who headed the Commission had "made a prejudicial statement a few hours after the assassination when he said 'a great and good President has suffered martyrdom as a result of hatred injected by bigots.'" The speaker translated bigots to mean right-wing conservatives.

HE CENSURED both Allen Dulles, head of the C.I.A. (Counter Intelligence Agency), and John J. McCloy, both Commission members, and told the audience "Senator Russell was the only conservative on the Commission."

At the outset of his talk, Blumenfeld noted that among articles found in Lee Oswald's room after the assassination were two books by Ian Fleming about Agent 007 James Bond. He said he thought it was ironic because President Kennedy helped to make Fleming famous by keeping Fleming books on his bedside table.

"He was reading all about the Soviet organization SMERSH, and there it was, planning his assassination." He told the audience, "SMERSH does exist you know."

The speaker was introduced by Dr. Robert Russell, and Dr. David Cope presided at the meeting.



# Birch Society's Speaker Cites Anti-Commie Aims

Rapid City Journal 2  
Thursday, May 13, 1965

By RALPH HAMER  
Journal Staff Writer

"The John Birch Society is the largest and best organized anti-Communist group in America today," a man who will address an open meeting sponsored by the society's local chapter here said in Rapid City Thursday.

Samuel L. Blumenfeld will speak at the meeting at the city auditorium at 8 o'clock tonight and will discuss the Warren Commission Report on the assassination of President John F. Kennedy.

Blumenfeld, New York writer, publisher and lecturer, in an interview here, said the goal of the John Birch Society is to awaken the American people to the realities of the present internal and external situation and the mortal dangers they face.

Speeches such as he will make here rank high on the society's current program of public education and information, he said.

Blumenfeld recently spoke at Jamestown and Valley City, N. D., and has addressed many college groups as well as general meetings.

Regarding alleged secrecy of the society, he said the policy is the same as that of most organizations, that it is up to the individual to decide if he wishes to make known his membership.

Rapid City chapters of the society as other chapters, hold regular discussion meetings and interested persons are welcome to attend, he said.

The society is a pro-American and anti-Communist organization with a fourfold general program, he said.

Four basic tenets of the society are: 1. Inform yourself, 2. Inform others, 3. Be capable of taking defensive action against Communism and 4. Be capable of taking offensive action against Communism.

Leadership of the organization is headed by Robert Welch, founder, and a council of 20 prominent citizens, Blumenfeld said. Publications of the society include a monthly magazine, "American Opinion."

Blumenfeld himself publishes a newsletter, "United States Report."

His speech here is under auspices of the American Opinion Speakers Bureau which is affiliated with the John Birch Society.



# Birch Society Speaker Criticizes Conclusions Of Warren Report

By RALPH HAMER  
Journal Staff Writer

An extended analysis of the 26 volumes of testimony heard by the Warren Commission in its investigation of the assassination of President John F. Kennedy was given here Thursday.

Upwards of 300 persons heard Samuel L. Blumenfeld, New York publisher, writer and lecturer, in the speech at the auditorium which was sponsored by the Rapid City chapters of the John Birch Society.

Considerable emphasis was placed on the finances of Lee

Harvey Oswald, the alleged assassin, from the time of his return from the USSR until the assassination.

Blumenfeld said he felt this is one of several areas in which the commission failed to pursue a line of testimony further or to draw indicated conclusions.

**BLUMENFELD SAID** his own analysis of Oswald's finances showed that Oswald and his family for quite a length of time, under the commission's analysis of the finances, were living on \$1.65 a day for food, clothing and housing.

The speaker said there were

other discrepancies in the financial analysis that were not pursued by the commission, as was the overall question of what outside source, if any, Oswald got money from.

Blumenfeld said in December, 1962, Oswald earned \$243 but the same month repaid the state department \$190 on a loan he had made to return to the United States.

Regarding the state department loan, the speaker said Oswald's repayment of this loan may have been related to his application in June, 1963, for a passport which he would not be eligible for until the loan was repaid.

This passport, Blumenfeld said, was issued in 24 hours despite the state department's having had trouble with Oswald while he was in Russia. When applying for this passport, Oswald said he intended to use it in November or December, 1962.

**OSWALD'S VISIT** to the Cuban embassy in Mexico is another area in which the commission failed to pursue and indicated line of testimony or investigation which might have established accomplices or evidence of conspiracy regarding the assassination, the speaker said.

He said that the commission apparently decided Oswald acted alone. The commission did not follow through on any investigation which would indicate otherwise.

Dallas police officer J. D. Tippit's interception of Oswald following the assassination was a key factor in the circumstances, Blumenfeld said. Tippit was killed in attempting to make the arrest and Oswald was later apprehended in a theater.

Oswald was intercepted two-thirds of the way in the direction of the apartment of Jack Ruby, Dallas night club owner, who is still being held for killing Oswald.

A map in Life Magazine clearly showed the location of Ruby's apartment but a map issued by the commission was trimmed so that the apartment did not show, Blumenfeld said.

The apartment is located on a main highway to the south and Mexico, the speaker said.

Had officer Tippit not intercepted Oswald he might have disappeared and the situation might have changed vastly.

**IN A QUESTION** and answer period Blumenfeld was asked if the assassination was planned by conspirators, what they hoped to accomplish.

The speaker said the principal objective may have been to discredit right wing political activity and strength which was growing fast then.

Statements made within hours of the assassination by various people and the general climate of opinion as presented by mass media during that time indicated an attempt would be made to pin responsibility on right wing elements, he said.

The arrest and implication of Oswald, following Officer Tippit's action, changed the situation, the speaker said.

**REGARDING POSSIBLE** right wing implication in the assassination, Blumenfeld said that there is nothing the "establishment" (a reference to government, press and other influential groups) would like better and if there had been any evidence to this effect it would surely have been well publicized.

Blumenfeld said in the 26 volumes of the Warren Commission report there is tons of evidence but it is some conclusions and interpretations drawn from this evidence that are unacceptable.

In taking issue with the report, citizens find themselves characterized as "theory-mongers," but it is a matter of personal and individual responsibility in challenging what they do not agree with, rather than accepting slavishly whatever is told them by authorities, the speaker said.

Blumenfeld said he felt the Warren report had not cleared the air and that there would be further analysis of it as well as possible independent investigations of the assassination.

Blumenfeld was introduced by Jack Paulton of Hermosa.

Rapid City Journal 20

Friday, May 14, 1965



# Two Birchers Open a Jewish Branch

By JAY LEVIN

Two members of the John Birch Society today announced the formation of a Jewish satellite organization to combat the idea that the rightist group is anti-Semitic.

The new organization is to be called the Jewish Society of Americanists.

Its leaders, so far without titles, are Samuel Blumenfeld, 39, of Boston, a former New

Yorker, who used to work for publishing firms here, and Alan Stang, 33, who said he once was a writer on the "Tex and Jinx" radio show and recently produced a book entitled, "It's Very Simple," an attack on the civil rights movement as a "Communist plot."

Formation of the organization is apparently a response to the recent report of the Anti-Defamation League that described the society as anti-Semitic and said it distributed anti-Semitic literature.

At a press conference at the Hilton Hotel, the two men said they hoped "to demonstrate to our fellow-Americans and co-religionists that the Americanist principles, beliefs and aims of the John Birch Society are based on the very precepts of Judaism."

They said that the ADL was constantly trying to "defame" the Birch society. Blumenfeld also claimed that Commentary, a monthly intellectual journal

sponsored by the American Jewish Committee, "has a very definite Marxist orientation (and) pro-Marxist bias."

Later, Commentary's editor, Norman Podhoretz, said in reply: "Commentary has no consistent political orientation, except a vaguely liberal one. In fact, we even once published something by Mr. Blumenfeld."

## Cites Rights Groups

Blumenfeld, a CCNY graduate, described himself as having formerly been "a typical New York liberal. I voted for Stevenson twice." He is now an editor of the Birch Review of News.

Stang reported he was once employed as a writer on the old Mike Wallace interview program.

A corollary activity of the new Jewish group is apparently aimed at Jewish involvement in the civil rights movement. Stang said that "the Jews have been duped by the civil rights movement," but, he added, "so have other groups."



# A Jewish Unit Formed In John Birch Society

By Don Ross

Of The Herald Tribune Staff

Two Jewish members of the right-wing John Birch Society, which was accused recently by a Jewish organization of "contributing to anti-Semitism," said yesterday that the society was not anti-Semitic but was actually based on "the very precepts of Judaism."

At a press conference in the New York Hilton, the two Birchers announced the formation of a Jewish Society of Americanists, composed of members of the John Birch Society. They said that the Jewish membership of the John Birch Society is about 1,000 and its total membership is between 80,000 and 100,000.

In effect, the new Jewish society, which is sponsored by the John Birch Society, will serve as a standard around which right-wing Jews can rally. The two Jewish Birchers made plain their belief that many—if not most—American Jewish organizations are oriented toward "a philosophy of unlimited government."

The freedom of Jews, the society's statement of principles said, "is threatened as never before by the forces of collectivism and statism. The history of Jewish persecution is the history of a minority fighting against the persecutive tyranny of a state or government."

The new society endorses the views of Robert Welch, founder of the John Birch Society, that the U. S. is in imminent peril of being subverted by a gigantic domestic Communist conspiracy, that Chief Justice Earl Warren should be impeached, that the income tax should be abolished and that the civil rights movement is a Communist plot to destroy America.

The two Jewish Birchers were Samuel L. Blumenfeld, analyst editor of the Review of the News, a Birch weekly magazine, and Alan Stang, author of "It's very simple:

## RALLY POINT FOR RIGHT

The True Story of Civil Rights," which expounds the "Communist conspiracy" origin of the civil rights movement.

Mr. Blumenfeld, 39, went to Stuyvesant High School and has an A. B. from City College. He said he had been "a typical New York liberal who voted for Adlai Stevenson twice"

Mr. Stang, 33, attended PS 79 in the Bronx, De Witt Clinton High School and has an A. B. from City College and a master's from Columbia University.

The recent charges by the Anti-Defamation League of B'nai B'rith that the Birch Society "contributed to anti-Semitism," Mr. Blumenfeld said, "were unfair and irresponsible." They were based on accusations that some of the American Opinion libraries, which sell material approved by the Birch Society, were distributing material prepared by anti-Semites and that a leading Australian anti-Semite was a regular contributor to American Opinion, another Birch publication.

Mr. Blumenfeld said that it was very difficult for the society to police all 350 American Opinion libraries but that Mr. Welch had sent them a memorandum admonishing them not to stock anti-Semitic material. Mr. Blumenfeld also said that the Australian writing in the magazine American

Opinion was now under investigation by Mr. Welch and that none of the Australian's writing would appear pending the outcome.

"Whenever an anti-Communist organization becomes effective," Mr. Blumenfeld observed, "Communists smear them as anti-Semitic and racist. They do this as a common practice."

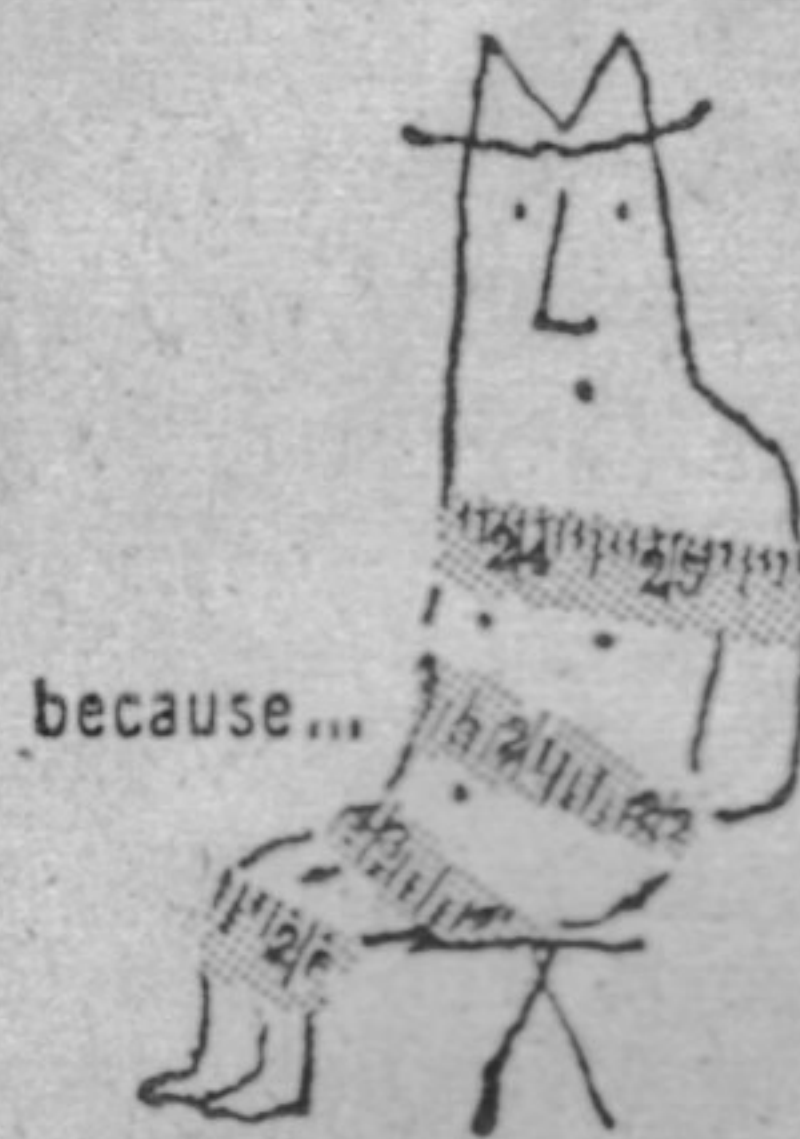
"Conservative Jews have not had a platform or an organization to express their views," Mr. Blumenfeld said. "The majority of Jewish organizations espouse the cause of unlimited government."

Asked if he had any information that Communists are about to take over B'nai B'rith, he said:

"I wouldn't know. The infiltration of Communists into Jewish groups is an area where there is less information than in any other."

Mr. Blumenfeld said that "in general," Jewish organizations had allied themselves with the Democratic party and its ideology. As for the magazine Commentary, he said, "it has a strong pre-Marxist bias." A monthly, it is published by the American Jewish Committee.

The statement of principles of the Jewish Society of Americanists listed Michael S. Kogan as chairman of the group. He was not at the news conference. Mr. Kogan is a graduate student at Columbia University. He lives at 140 Claremont Ave.



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# Birchite Declines Specifics on Red's JFK Plot

By Robert Kistler  
Denver Post Staff Writer

John F. Kennedy "was allowed by the Communists" to become president so his assassination could later be used to spark a destructive reaction against the American right wing, a John Birch Society writer said in Denver Tuesday.

This was a total view in hindsight expressed in an interview by Samuel L. Blumenfeld, a 40-year-old "analysis editor" of the Review of the News, a weekly pamphlet published by an affiliate of the society.

Blumenfeld was in Denver to discuss the Warren Commission Report at a public meeting Tuesday night at Hill Junior High School, sponsored by Colorado John Birch Society chapters.

Evidence that Kennedy's election in 1960 had in some way been permitted or influenced by the "Communist conspiracy" couldn't be produced by Blumenfeld as he rummaged through his brief case.

Pressed for some specific information which might help substantiate his implication that the U.S. political processes were keyed to the desires of the Communist party, Blumenfeld replied:

"Well, it's very complicated. You have to know a great deal about Kennedy's campaign in 1960 and it's just too complicated to go into now.

"I just really don't care to be very specific. If I was, I would look like an idiot. You'd have to print, in entirety, everything I've read and written."

Blumenfeld indicated the partial scope of his reading by pointing over his shoulder to



Denver Post Photo  
**SAMUEL L. BRUMENFELD**

"It's very complicated."

rows of mostly paperback books on the shelves in the American Opinion Book Store, 1301 Elati St.

The store is owned and operated by American Opinion of Colorado, Inc., and is part of the national outlet for John Birch Society publications.

Society members who sat in during the interview emphasized the book store wasn't run directly by the society, but that "memberships in both the society and the book store overlap."

Blumenfeld moved on to his thesis regarding the exhaustive investigation by the Warren Commission of Kennedy's assassination in Dallas, Tex., on Nov. 22, 1963 — that the report was "a coverup, not just a whitewash, of the fact that Kennedy's death was engineered by the Communist conspiracy."

The commission found no evidence that Kennedy's murder by Lee Harvey Oswald had been part of a conspiracy —from either the left or the right.

Blumenfeld cited what he called "intentional rigging of estimates of Oswald's monthly financial status" and "a definite overlooking of the fact that Oswald's path of escape was

leading to (Jack) Ruby's apartment" as instances of coverup by the commission.

"Oswald was a trained assassin," he said, "and his job was to kill Kennedy, who was a popular American president, for the Communists so they could cause a reaction against the right that would destroy the John Birch Society.

"Oswald's capture and the subsequent evidence uncovered

ed about his Communist ties were the only reasons the attempt to make the assassination a rightist-inspired plot failed."

Why did the Warren Commission allegedly slant its evidence to cover the "left-wing conspiracy?"

## POLICY PROBLEM

"Simply because if the American people were ever made aware that the Soviet Union was behind Kennedy's

assassination, it would make our policy of coexistence impossible," he said.

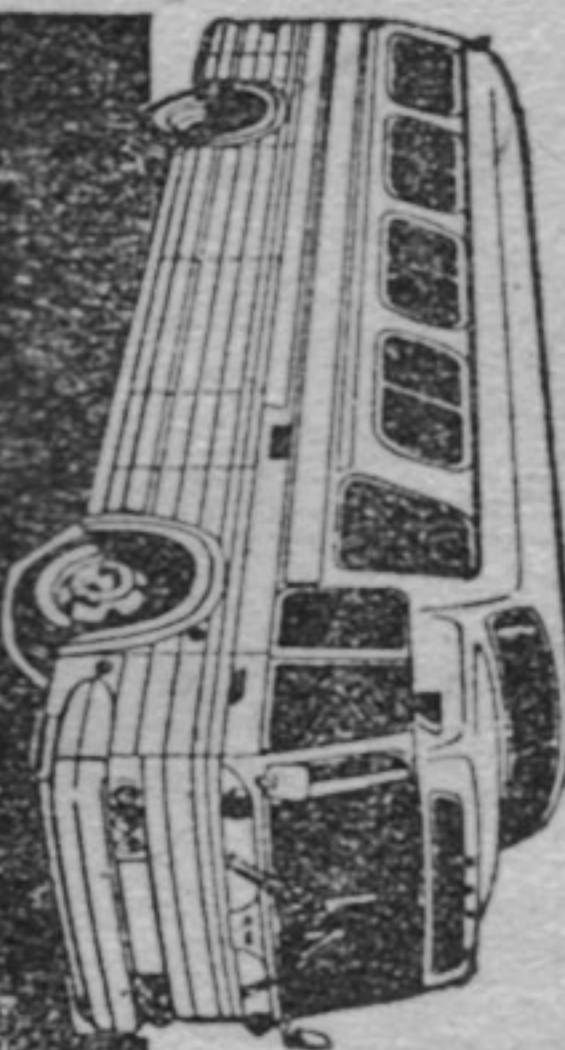
It was also Blumenfeld's opinion that Jack Ruby, the Dallas nightclub owner who shot and killed Oswald, "was involved in the assassination conspiracy."

"Ruby killed Oswald," Blumenfeld theorized, "because he was afraid Oswald would crack under the pressure and impli-

cate Ruby."

Blumenfeld declined to say whether he thought Ruby a Communist and in on the "international" end of the plot, or whether he was just an acquaintance of Oswald's.

"Sorry I can't be very specific," Blumenfeld said. "When you're in my position and dealing with the kinds of problems I am, you just can't take the chance."



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# Poverty Program Called Red Plot

By JOE DOSTER  
Observer Staff Writer

The U.S. poverty program  
was described Thursday night

## 400 Hear Discussion On Families

About 400 students and parents turned out at North Mecklenburg High School Thursday night to hear a wide-ranging discussion of family problems by four panelists at the school's annual J. Walton Wilson symposium.

The panelists who mulled over "The Family: Grassroots Of Our Society" were Dr. Catherine T. Dennis, state supervisor of home economics education; Dr. Edward Pohlman, head of the sociology department at Queens College; Pat Taylor, state representative from Wadesboro and former speaker of the N.C. House; Judge Willard Gatling of Domestic Relations Court here and William Flowers, assistant deputy director of the North Carolina Fund.

Pohlman briefly described the anthropological aspects of the family, saying that the earliest family "were dominated by the female," and added, "I imagine there are some of you men who would say that nothing has changed."

"What are the criteria for a 'successful' family?" Flowers asked.

"Does it mean three kids standing with their parents on the steps of a house of worship? Or a family picnicking with a modern car standing nearby?"

"Would it surprise you to know," he asked, "that we found a family in this state with 13 children that did not know what causes children?"

"Why we have people who don't want to work," Gatling said later. "We have people who are habitual dependents living on welfare. Our society is getting greater in terms of its own sickness."

Taylor spoke of the state's role with the family in that many of the responsibilities are governed by statute.

But when all else fails, Taylor added, the last legislature had decreased the waiting time for divorce in North Carolina from two years to one year.

as a Communist conspiracy to take over the country.

This description came from Samuel L. Blumenfeld of Boston, publisher of a news analysis and review, and the speaker for the Mecklenburg Speakers Club at Myers Park High School.

The speakers club is headed by George A. Wilson, local coordinator for the John Birch Society.

Blumenfeld said the poverty program was setting up community action committees, "staffed by left-wingers and Communists, to take over the government in every town in the United States."

"When the time for the takeover comes, they'll just go in and shoot the mayor and the City Council and then take over and report directly to Washington."

A crowd of about 75 applauded heartily when Blumenfeld said they would not have to shoot the mayor (Republican John Lindsay) of New York, "because he's working with them."

Prior to the takeover, Blumenfeld said, there would be police review boards established to "demoralize and destroy police forces."

And in response to a question, he said a likely reason for the war in Vietnam was to get the nation's best fighting men out of the country to make the takeover easier.

Blumenfeld also told the audience that news media worked with "power clique" lead by "the Rockefellers" to hide the truth from the American people.

The clique, Blumenfeld said, had been running this country, starting world wars and Negro riots, and attempting to set up a world government since 1912.

Blumenfeld suggested that one way the audience could find out the "truth" was by reading news reports such as the review he published.

THE CHARLOTTE OBSERVER Friday, October 21, 1966 7A



# Killing of Kennedy Called Conspiracy

By Steve Mitchell

Staff Reporter

Many Americans believe the contention of the Warren Commission that Lee Harvey Oswald — acting alone — shot and killed President John F. Kennedy.

There are two divergent views from opposite ends of the political spectrum.

The extreme left wing believes the Warren Commission whitewashed the assassination to cover up an obvious right-wing conspiracy.

The extreme right wing, on the other hand, believes the Warren Commission whitewashed the assassination to cover up an obvious left-wing conspiracy.

The latter view was advanced for several hours last night by Samuel L. Blumenfeld, a conservative who writes commentary for a publication called "Review of the News."

Blumenfeld told an audience of about 150 people at Dalton Junior High School that the assassination was the work of a well-organized Soviet conspiracy with Oswald as the trigger man.

Blumenfeld acknowledged that the Communists call the president's murder a right-wing conspiracy.

"Why? Because the Commu-

nists often accuse others of crimes they themselves commit," Blumenfeld said.

Another reason, he said, was that there was "too much evidence of a conspiracy" and the Communists are trying to blame the right wing.

Blumenfeld said the Warren Commission conducted only a superficial investigation into Kennedy's death.

"The commission started out on the premise that there was no Communist conspiracy and went about to substantiate their views rather than to judge the evidence objectively," said Blumenfeld.

Blumenfeld said Oswald was getting money from some unknown source but the Warren Commission tried to cover this up with financial juggling.

He said Oswald, despite his known Communist background, was given "special consideration" by the State Department in getting a second passport after returning from Russia.

Blumenfeld said this was not surprising.

"The security of the State Department," he said, "is so lax and slovenly . . . that an army of Soviet agents could enter and leave the United States."

Yet the Warren Commission,



SAMUEL L. BLUMENFELD  
... speaks here ...

Blumenfeld said, exonerated the State Department in its report and criticized the FBI.

Blumenfeld admitted that the FBI was not as effective as it could be, but said it was not the fault of Director J. Edgar Hoover or his agents.

He said it was because Robert Kennedy, as head of the Justice Department, shifted the FBI's investigative efforts from anticommunism to civil rights.

Blumenfeld contended that Oswald was a Soviet assassin trained in Russia for the express purpose of killing the President and was aided and abetted in his task by Communists within the U. S. government.



# The Daily Times-News

Burlington, N. C.

## Blumenfeld Views JFK Death

Many Americans believe the contention of the Warren Commission that Lee Harvey Oswald — acting alone — shot and killed President John F. Kennedy.

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Blumenfeld told an audience of about 90 people at the Community YMCA that the assassination was the work of a well-organized Soviet conspiracy with Oswald as the trigger man.

He was featured speaker for the third lecture of the Americanist Lecture Series for the fall season, sponsored by the Burlington Chapters of the John Birch Society. E. A. Daniels (See BLUMENFELD on 7-B)

## BLUMENFELD

(Continued From Page 1-B)  
Jr., section leader, introduced the speaker.

Blumenfeld acknowledged that the Communists call the president's murder a right-wing conspiracy.

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"The commission started out on the premise that there was no conspiracy and went about to substantiate their views rather than to judge the evidence objectively," said Blumenfeld.

Blumenfeld said Oswald was getting money from some unknown source but the Warren Commission tried to cover this up by concocting a phony financial report for Oswald.

He said Oswald, despite his

known Communist background, was given "special consideration" by the State Department in getting a second passport after returning from Russia.

Blumenfeld said this was not surprising.

"The security of the State Department," he said, "is so lax and slovenly . . . that an army of Soviet agents could enter and leave the United States."

Yet the Warren Commission, Blumenfeld said, exonerated the State Department in its report and criticized the FBI.

Blumenfeld admitted that the FBI was not as effective as it could be, but said it was not the fault of Director J. Edgar Hoover or his agents.

# Public Education Held The Scourge Of Youth

By LOIS BOYLES

"Public education is hopeless and within the next 10 years we are going to see a real live debate on whether it should continue to exist."

This is the belief of Samuel Blumenfeld, Boston, Mass., author, who will be in Phoenix tomorrow to participate in the 15th annual Reading Reform Foundation conference at Mountain Shadows.

Blumenfeld, who wrote "How to Start Your Own Private School and Why You Need One," "The New Illiterates" and "How to Tutor," declared in a telephone interview:

"I'm inclined to believe doing away with public education is the best thing that could ever happen to this country. We shouldn't have to do it, but I think it is the only way we can save the situation."

BLUMENFELD called public education a "tremendous and destructive luxury" that no one can afford.

"The taxpayer can no longer afford it, the parent cannot afford to have his child destroyed intellectually in it, and the nation cannot afford it if we are to maintain our level of technological and cultural advancement."

He said "the whole hippie generation came out of the public schools" and noted "we're probably going to have a similar kind of generation coming along now."

BLUMENFELD labeled the "tremendous turn to alcohol" as the possible form this will take and called beer drinking among high school and college students "incredible." This group no longer talks of drinking a six pack of beer, said Blumenfeld, they talk of drinking a case."

These things, as well as the number of drop outs and school vandalism, "could have been avoided if professors of education had really wanted to solve the reading problem," he contended.

Not being able to read makes students "totally inadequate to deal with the complexities of modern life," he said.

Because of reading hang ups, the author said colleges are rewriting textbooks to accommodate smaller vocabu-

laries, medical schools are complaining their students cannot handle difficult texts and law schools complain students can't write decent briefs.

"This is going to cause tremendous problems in this country," said Blumenfeld. "We have a lot of people turning away from occupations that require any real literacy."

THE TRAGEDY, he said, is that "we're becoming a functionally illiterate nation."

Pointing an accusing finger at the teachers colleges, Blumenfeld said it is the professors who write the look-say

Turn to ● EDUCATION, Page B-2

The Phoenix Gazette

May 22, 1975

## ● EDUCATION SCORED

(Concluded from Page B-1)  
reading texts and who promote the sight method over the phonics system.

Another thing he said is happening is that schools are "so concerned over open class rooms, sex education, behavior modification and forced integration they're no longer interested in reading."

FOR THESE reasons, he said, a movement toward private education is underway "all over the country." He said parents are getting together in many places to raise the money and create their own schools.

If the trend continues, he said, "public education will exist only for those who can't manage something else."

And he predicted the "leaders of tomorrow probably will come out of private schools."

Blumenfeld will speak during the general session at 4 p.m. tomorrow.

THE AUTHOR has a new book coming out soon: "The Retreat from

Motherhood," dealing with the changing attitudes of women.

He pointed to a sliding birth rate and an increase in child abuse, runaways and juvenile suicide as evidence of a decline in the quantity and quality of motherhood.

## BOOK REVIEW

### NEA: TROJAN HORSE IN AMERICAN EDUCATION

By SAMUEL L. BLUMENFELD

284 pages, *The Paradigm Company*, P. O. Box 45161, Boise, Idaho 83711 \$9.95

By now, the fact that American public education is a disaster area is widely recognized. Once, a small number of well informed critics were voices in the wilderness attempting to make Americans aware of the declining standards and virtual chaos which had come to characterize the public schools. Part of the message has taken hold. When *Time*, *Newsweek*, *U.S. News & World Report*, NBC, CBS and ABC begin to report about the story, there can be little doubt that things have deteriorated dramatically. Unfortunately, most of the discussion of our declining public schools fails to identify properly the *reasons* for the decline. Instead, we are told that the answer to our problem is more money. Such a statement overlooks the key fact that we now spend more money on the education of children than any country in the world.

The U.S. spent 6.8 percent of its GNP on education in 1980-81 (or \$200 billion), up from 3.4 percent in 1949-50 and more than any other country. Yet, in an academic competency test comparing average American sixth graders with their counterparts in seven other Western industrialized countries, American children ranked *last* in mathematics and not much better in science and geography. The poor U.S. showing was described as "alarming" by Glenn Seaborg, the Nobel Prize-winning scientist who helped direct the science portion of the test. In April, 1983, the National Commission on Excellence in Education issued its historic report, "A Nation at Risk." The report declared: "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...."

In this important new book, Samuel L. Blumenfeld, an authority on American education who has taught in both public and private schools and has written extensively on the subject, persuasively argues that our deteriorating public schools did not just "happen." A dedicated and ambitious group of men and women - the National Education Association (NEA) - has consciously caused our present dilemma, he charges, and has an agenda for our future as well.

For many years, the NEA has been implementing its "progressive" philosophy of what schools should do. Mr. Blumenfeld shows that this approach can be found in the report of the NEA's Commission on the Reorganization of Secondary Education in 1918. The reform recommended by the Commission reflected the influence of John Dewey's new educational agenda as well as the new psychology which was being introduced at American universities.

Mr. Blumenfeld writes that, "The shift in emphasis from intellectual development to social development was revolutionary. Dewey strongly opposed the traditional system which encouraged the development of the independent mind ready to compete in capitalist society. 'The mere absorbing of facts and truths,' he wrote in *School and Society*, 'is so exclusively individual an affair that it tends very naturally to turn into selfishness.' And to Dewey selfishness was synonymous with capitalism. If education was to lead the next generation to socialism, it would have to be much less intellectual and much more social."

The NEA - some seventy years ago - embraced a philosophy which clearly down-



graded reading, writing, arithmetic, history and science. In his book, *My Pedagogic Creed*, John Dewey wrote: "I believe that the social life of the child is the basis of concentration, or correlation, in all his training or growth....I believe, therefore, that the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's social activities." The NEA, the teachers' colleges, and others in the nation's educational establishment, Blumenfeld shows, embraced socialism as the wave of the future, and sought to use the public schools to prepare American children to fit into such a society.

To the NEA, Blumenfeld notes, "the greatest enemy of socialism was the private consciousness that seeks knowledge in order to exercise its own individual judgment and authority. High literacy gave the individual the means to seek knowledge individually. To Dewey it created and sustained the individual system which was detrimental to the social spirit needed to build a socialist society....What better way to undermine this independent individualism than denying it the necessary tool for its development: high literacy."

The "look-say" method of teaching reading, which the NEA used to replace the traditional phonics method, Blumenfeld points out, "contradicted all of human history in which it had been proven...that language, not image, is the chief instrument of both learning and instruction. Only the deaf rely on image more than language, and even they must master language to achieve any high degree of learning."

What does the NEA hope to achieve? One answer, of course, is more money for the teachers and the schools. Yet, Samuel Blumenfeld shows, the NEA wants more than money. It wants complete control over all American education - private as well as public: "It is the goal of the NEA to control all teacher certification in the U.S. and, through the agency shop, control the hiring and firing of teachers....The private school and home education represent the only escape routes for those parents who do not wish to submit their children to secular humanist indoctrination. But the NEA is doing all in its power to shut off these escape routes by proposing state laws severely regulating private schools and outlawing home education.... If the NEA has its way it will be illegal for virtually anyone to teach anything in America without a license.... And who will control the licensing? Why, the NEA, of course."

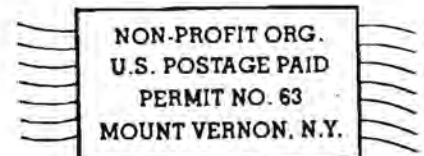
If Samuel Blumenfeld is overstating his powerful case, the documentation and evidence is so overwhelming that the NEA will have to meet the burden of proof in any rebuttal.

Allan C. Brownfeld

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# Letter from PLYMOUTH ROCK

NEA: TROJAN HORSE IN AMERICAN EDUCATION  
By Samuel L. Blumenfeld

(Reviewed by W. David Gamble, PhD, Ed. D.)

Question: What organization seeks to control Congress; to dominate all 50 State legislatures; to run the Democratic Party; to govern all schools -- public and private; to bring socialism to America; to promote functional illiteracy; to propagate humanism, behaviorism, and Darwinism; and advocates a host of other harmful things too numerous to mention?

Answer: according to Samuel L. Blumenfeld, it is the National Education Association (NEA). And, in his new book, Blumenfeld has the documentation to back up his charges.

## BEGINNINGS

The NEA was founded in 1857. Its organizers were strong proponents of the public educational system which had been started two decades earlier. The foundation for both public education and the NEA was laid in 1805, when Unitarians seized control of Harvard College, at that time the most important Christian educational institutions in America.

The Unitarians brought with them a new understanding of the purpose of education. Under the old order, education was intended to further man's knowledge of and reverence for God, for His word, and His sovereignty. Under the Unitarians, education became the way to solve society's problems, the way to usher in a new social order. *"Education would eliminate ignorance, which would eliminate poverty, which would eliminate social injustice, which would eliminate crime. (The Unitarians) believed that moral progress is as attainable as material progress once the principles of improvement are discovered. In this scheme there was no place for a triune God or a divine Christ through Whom salvation was attainable."* (pg 9).

Thus, from the very beginning, public education and its cohort, the NEA, have been committed to a non-Christian view of the purpose of education. Unknowing Christians participated in public education endeavours in order that their influence might not be denied to the schools. By 1870, only one Protestant denomination, the Missouri Synod Lutherans, maintained its own system of private schools. Many Christians apparently did not realize the vast implications and aspirations of public education.

At this time, the Illinois state superintendent of public instruction, Newton Bateman, said to an NEA meeting in St. Louis:

*"The amount of latent and dormant power; of wealth-discovering and wealth-producing energy; of beauty-loving and beauty-inspiring taste and skill, that lie concealed and slumbering in the brains and hearts and hands of the keen, shrewd, capable but untutored millions of our youth, is beyond computation. Now over all this unreclaimed but magnificent intellectual and moral territory,*



over all of these minds and souls and bodies, with their untold possibilities of good, the State has, in my opinion, a sort of right of eminent domain and not only may, but should exercise it in the interest of her own prosperity and dignity." (pg 37)

### BEHAVIORISM AND DARWINISM

How could this come about? How could education, which was once seen as the domain of parents, private schools, and churches, so quickly become the domain of a statist elite? Mr. Blumenfeld discusses many factors which contributed to this radical change. Among them are the following:

In the mid to late 1800's, the strong Protestant theology which dominated the nation's intellectual climate began to wane. The Biblical view of the nature of man no longer held sway. In its place came the pseudo-science of behavioristic educational psychology. Much research had been done in scientific laboratories on the nervous system of animals. With the advent of Darwinism, it was logical that whatever was true of animals would also be true of humans, since they shared a common ancestry. Animals, it appeared, learned by means of a specific stimulus calling forth a regular response. Thus, man too must be taught by means of Stimulus-Response, or S-R. ("If you detect something mindless about American education, it's because the mind has been taken out of it." (pg 83)

Mr. Blumenfeld cogently observes that students thus are treated like animals, and the school becomes a zoo. "In contrast, children in a Christian school are taught that they are human beings created in God's image and accountable to their Creator. These children are expected to act like human beings, and they do. Their link is not downward through evolution to the monkeys, but upward, through the Bible, to their Creator." (pg 53)

### THE CARDINAL PRINCIPLES

In 1913, the NEA organized its Commission on the Reorganization of Secondary Education. In 1918, the Commission issued its Cardinal Principles of Secondary Education, an educational manifesto which has set the agenda for NEA activity ever since. Amazingly, the Cardinal Principles were printed by the U.S. Office of Education, giving them a wide distribution and an official look. The Cardinal Principles were humanistic, behavioristic, evolutionary, and reflected the passion of John Dewey for the remaking of America into a socialistic society via education. "In a sense, the progressives (in the NEA) had staged the most successful political coup in American history by capturing public education and using it to steer America in a socialist direction, and enlisting the help of the federal government to do it." (pg 72)

### ILLITERACY AND SOCIALISM

The two most important figures in American public education, Horace Mann and John Dewey, both had a strong dislike for phonics as a means of teaching reading. Mann encouraged the use of Thomas Gallaudet's whole-word (look-say) primer in the Boston primary school. Gallaudet had originally devised this method to teach deaf children to read. Later, it was decided that this might be an effective means to teach hearing children also. Dewey taught that the mastery of symbols (phonics) made children independent and competitive rather than developing the strong sense of interdependence necessary for socialism. Advocates of the whole-word method went so far as to say that the ability to read precise words on a page is not important, as long as the student "gets the general drift."

Today there are 24 million functional illiterates in our society, virtually all of whom have from 8 to 12 years of compulsory schooling.

For Dewey, the greatest enemy of socialism was the private consciousness that seeks knowledge in order to exercise its own individual judgement and authority. High literacy gave the student the means to seek knowledge independently and Dewey charged that was an affair so exclusively individual it naturally evolved into selfishness. By contrast, inferior readers with inferior intelligence depend upon socialistic manipulators for guidance and provision. *"The simple truth that experience has taught us is that the most potent and significant expression of statism is a State educational system. Without it, statism is impossible. With it, the State can, and has, become everything."* (pg. 18)

Many of those who were influential in the construction of curriculum materials were, like Dewey, committed to socialism. And this commitment showed through in curriculum materials. Needless to say, the NEA used its considerable power to push this agenda, an agenda to be imposed from above by the educational elites: parents and children were not given the opportunity to choose between the development of the mind or the "blessings" of illiteracy and adaption to socialistic norms.

The advocates of the whole-word method know that it makes reading into a guessing game. Nevertheless, when Dr. William Scott Gray, Dean of the University of Chicago's School of Education, published his whole-word readers in 1930, the NEA Journal began a series of articles promoting them. The illiteracy which has been produced by the whole-word, or look-say, method, has been a bonanza for the educational establishment, which has received millions of dollars to do reading "research". It has also kept many publishing houses in business and provides an income for hordes of "reading consultants". Mr. Blumenfeld points out that most NEA-types have nothing but praise for the Soviet Union's educational system; that, he points out, is ironic, since the Soviets teach their children to read using intensive phonics.

#### UNIONISM AND MONOPOLY

An industry which produces a poor product will not last long -- unless that industry is subsidized and powerful. The educational establishment is both: it is subsidized by the taxpayer and it is a powerful political force by virtue of the NEA labor union. *"The NEA is probably the most intellectually dishonest organization in America. It is part union, part professional organization, and part political party ... Its interest in academics is subordinate to its radical political and social ends."* *"Organized labor is using the teachers to help spread unionism throughout the white collar and public sectors."* (pgs. 139,149)

An educational monopoly is the goal of the NEA. The labor union desires to control the education of every child in America. Those private schools, home schools, and even public school teachers who oppose the quest of the NEA will be the objects of its wrath. *"It is ironic that the teachers in the world's freest nation should have to struggle to preserve their own freedom against colleagues who would impose a professional dictatorship over them. A profession so dominated by the NEA will be unfit to teach children how to preserve American freedom, for the first thing they'd have to teach them is how to get rid of the NEA! Indeed, if American teachers can't preserve their own professional freedom, then it doesn't look too good for the rest of us."* (pg. 212)

TO REMEDY THE EDUCATIONAL DILEMMA

There is no need for an in-depth review of the present status of public education. The NEA has achieved its goals admirably. The humanist world-and-life-view dominates the curriculum of American public education, top to bottom. Phonics are banned from virtually every public school classroom. Billions of dollars flow to the educational establishment each year, and the educationists are responsible to no one but themselves for the product they offer. SAT scores plummet, while educational revenues increase. And on and on. *"The simple truth is that the American classroom has become a place where intense psychological warfare is being waged against all traditional values. A child in an American public school is little more than a guinea pig in a psych lab, manipulated by trained 'change-agents.'* All of this is being done with billions of federal dollars in the greatest scam in human history. If Americans put up with this much longer, they will deserve the ruin they are paying for." (pg 240).

Public schools are not the answer to America's educational dilemma. The recourse is private and home schools. *"The private school and home education represent the only escape routes for those parents who do not wish to submit their children to secular humanist indoctrination. But the NEA is doing all in its power to shut off these escape routes by proposing state laws severely regulating private schools and outlawing home education. Some of these regulations are in direct conflict with the First Amendment guarantee of the free exercise of religion, and some of them have actually forced the closing of church schools and the imprisonment of pastors, teachers and parents. They have precipitated a war for religious freedom between fundamentalist Christians and state education officers."* (pg 214)

According to Mr. Blumenfeld, Christian individuals and churches must build their own schools, colleges, teacher-training institutions, professional organizations and journals and other outlets for information and instruction. We must remain alert to the actions of the NEA, the most powerful engine of legislation aimed at destroying educational and religious freedom in America.

*"America needs schools, but it doesn't need government schools that drain the taxpayer, cripple the children, and destroy our freedoms. The only way to stop being 'a nation at risk' is to move education out of government hands. What we need is more educational freedom, more private schools, and more teachers entrepreneurs. They will give us better education at lower cost, and all of the insoluble problems created by government schools will simply vanish."* (pg. 262)

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Dr. Gamble is a college professor and consultant to Christian schools. He is a founding member of ARM (American Reformation Movement) and a member of Plymouth Rock's Council of Advisors. To order NEA: Trojan Horse in American Education, send \$9.95 plus \$1.50 for postage and handling to RESEARCH PUBLICATIONS, P O Box 39850, Phoenix, AZ 85069. Visa and Mastercharge accepted (call 1-800-528-0559).

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# NATIONLINE

FROM USA TODAY'S NATIONAL NEWS NETWORK

## Lawsuit filed for AIDS child



THOMAS: Barred from kindergarten

LOS ANGELES — The parents of 4-year-old AIDS patient Ryan Thomas filed suit Tuesday to get him readmitted to kindergarten. Ryan, who got AIDS from a blood transfusion, was suspended from school after he bit a classmate Sept. 8, six days after his parents won a 10-month battle to get him into classes. The lawsuit claims discrimination and violation of constitutional rights. The school is providing Ryan individual tutoring and offered to review his case before the next semester.

## CAMPUS

### School system criticized

By ANGELEE J. HARRIS  
Universe Staff Writer

America's system of government-controlled public education should be abolished in order for the youth of this country to become properly educated, said an author and educator last Thursday in a speech given at BYU.

Samuel Blumenfeld, a former substitute teacher, has appeared on many television shows and radio programs promoting his ideas about education.

Blumenfeld believes America's system of education is not doing its job.

He blames this failure on the government and the monopoly it has on the educational system.

The answer to this educational crisis is to end the government monopoly by privatizing the nation's schools, he said.

A government education system "serves the government, not the children or the parents," Blumenfeld said.

As a result, "the public school system in America is a disaster," Blumenfeld said. "It is the only American institution that threatens our very future as a nation."

The education system is also at risk because the government's monopoly on education is controlled by "a second private monopoly, the National

Education Association," Blumenfeld said.

"The goal of the NEA is total power over the teaching profession," Blumenfeld said.

"They have politicized the teachers of America in order to control the government that makes their monopoly possible," he said.



SAMUEL BLUMENFELD

Both of these monopolies are bad because they rely on government force for their existence, stand in the way of improvement and invention, attract lovers of power, protect the inefficient and become self-serving, Blumenfeld said.

The school system cannot produce literate students because there is no incentive and competition as a result of these monopolies, Blumenfeld said.

According to Blumenfeld, privatization would solve these problems because education would become competitive.

If schools were made private, the cost of education would decline and education would improve, he said. It would open an entire new field for free enterprise and technology and produce better educated children, he said.

"Privatization would force a thorough shakeup of all that we call education and eventually result in an education system brought down to earth," Blumenfeld said.

### Schools OK, say educators

By ANGELEE J. HARRIS  
Universe Staff Writer

Abolishing the school system is not the solution to problems in education, said a BYU professor in response to Samuel Blumenfeld's speech.

Dr. Ray Reutzel, an associate professor of literacy education at BYU, said "public schools in the United States are the greatest and most successful social experiment ever conducted in the history of world civilization."

"We in the United States educate the entire populace without regard to race, creed, color or religion," Reutzel said. "Other countries to whom we are often glibly compared make no such noble effort."

In response to Blumenfeld's attitude towards the National Education Association, Lowell Baum, the executive director of the Utah Education Association, said, "The NEA is a democratically operated organization which reflects the viewpoints of the people who belong to it. 'The Founding Fathers believed every child should have an opportunity to receive an education,' Baum said. 'The mission of the NEA is to give all people from all parts of America the chance for a proper education.'"

Blumenfeld said teachers use the 'look-say' method to teach children how to read. However, the 'look-say' method has not been used for at least 14 years, said Gary Seastrand, principal of Hillcrest Elementary.

# 'Eagle Forum' war

by Steve Ribchart  
Managing Editor

Public education is catering to world socialism and true Christians have an abiding duty to pull their children out of public schools representatives of a national conservative organization told a Homer crowd last Wednesday.

Professors of Education and textbook publishers, in league with behavior psychologists and "secular humanists" are scheming to "dumb down the nation," claimed author and education critic Samuel Blumenfeld. One means toward that goal is the systematic adoption of a reading curriculum designed to produce poor readers, he maintained.

His companion speaker in the presentation by the Eagle Forum, columnist John Lofton, told about 200 people in the Paul Banks Elementary School gymnasium that "atheism is the established faith" in the public schools.

"True Christians cannot defend having their children in public schools," Mr. Lofton said. He stopped short of inciting all Christian teachers to leave their jobs in the public school system, but said their talents are being wasted in the state schools.

The only way to bring public education "back to the basics" and reestablish Christian beliefs as paramount in school and country is to leave the school system, they said. "Get out, if you can, get out," Mr. Lofton cried.

Remarks from both men, hosted in Homer by Eileen Becker and Pat Evarts and introduced by the Rev. Larry Steel, drew broadly

mur-mured assent from the audience, and rousing applause when they finished.

The Eagle Forum is a nationwide organization, headed by Phyllis Schlafly. Among other positions, according to its literature, the forum favors voluntary prayer in public schools and the right of parents to prevent school from teaching "concepts offensive to (their) religious moral or cultural standards."

Wednesday's speakers, Homer as a side trip to seminars held in Anchorage and Fairbanks, maintain leaders in education, the court system and much of the government have adopted what they termed secular humanism as a sort of state religion. Under this interpretation, humanists embrace human values and achievement while recognizing no higher moral order.

The new Homer High School is not a monument to education, said Mr. Blumenfeld; he called it "Homer's temple of atheism, of humanism."

Students are taught to compare one religion with another, "but get no inkling that there is such a thing as a true religion," he said.

He did not specify which religion he felt is the true one, but said students must learn about God in order to better resist life's temptations.

Mr. Blumenfeld suggested posting a sign at the gate warning, "This public school could be dangerous to your child's health." The remark, though made as an aside, was warmly received by an audience which filled most of the folding metal chairs in the public school gymnasium.

Evidence of the danger posed by humanists could be



Sam Blumenfeld

found right in the halls of Paul Banks Elementary, Mr. Blumenfeld said; children had made paper cut-outs of pumpkins and goblins to illustrate Halloween. The witches' eve, with all its satanic imagery, is the most important date on the humanists' calendar and is a dangerous visual reminder of the country's rising fascination with cults, he said.

From the celebration of Halloween it is but a short step to witchcraft and demonic cults, some which commit ceremonial murder and eat human flesh, he said.

The humanist agenda calls for a global socialist government, Mr. Blumenfeld said. As part of the conspiracy, he claimed, educators promote a national school curriculum which purposefully endorses poor reading instruction. Poor reading skills are being programmed into society, he said, because the global socialists don't want intelligent opposition to the one world government of their dreams.

Mr. Lofton took a different approach, while making anew and underscoring many of Mr. Blumenfeld's arguments. A columnist with the Washington, D.C. Star, he said the lack of Christian

# Columnist criticizes schools

Times Staff

Public schools are producing students unable to cope in the world because they have turned away from God, says a national critic of public education.

"Public schools are turning out millions who don't know why they are here. They are intellectual, moral and ethical basket cases," said John Lofton, a syndicated columnist and radio commentator. Lofton is scheduled to speak on the downfall of public education at a weekend conference hosted by Eagle Forum of Alaska.

The group is part of a national movement which claims a commitment to God, home and country. The national group was founded by activist Phyllis Schlafly. The nation, Lofton believes, has lost sight of the purpose of education: to teach the truth. The truth, he said, is the scripture found in the Bible. "They gutted the idea of education with the removal of God," he said.

Because morality and ethics come from religion, Lofton said, it is impossible for public schools to educate. Lofton said government should abandon education and return the responsibility to parents who will teach their children as Christianity dictates.

"These are the dark ages when looked on from a Christian perspective," Lofton said. "Our only hope is if this country turns back to God."

# Author blasts education in public schools

by Jan Mireles  
Times Writer

Samuel Blumenfeld is one man, but that has not stopped him from waging a war against more than 1.7 million educators across the United States.

Blumenfeld's battle is against the National Education Association and its role in the development of public education. The NEA is a national teacher's union and education association and, according to Blumenfeld, "guilty of educational malpractice."

Blumenfeld is the author of seven education books and guest speaker at the Eagle Forum of Alaska education conference held in Anchorage this weekend. Eagle Forum is a branch of the national group founded in 1972 by activist Phyllis Schlafly. He is an outspoken opponent of every aspect of public education.

"Public education is an experiment that has failed. There should be signs hanging outside schools saying 'Public education may be dangerous to your health,'" Blumenfeld said. He considers such statements accurate assessments of the decline of public education.

According to Blumenfeld, students attending public schools are at risk academically, spiritually and morally. "I don't see in any way that it can be saved," Blumenfeld said. Blumenfeld travels throughout the U.S. speaking.

See Public, page B-3

## Public education

Continued from page B-1

ing on radio and television talk shows. His message is clear: the NEA and public education is "controlled by progressive educators who believe in socialism, science and no God."

The NEA, Blumenfeld said, perpetuates illiteracy in the U.S. by refusing to teach students to read phonetically. Socialist philosophy teaches children they are animals, he said, and that there is no law but man's law.

"They train them like animals. Our teachers today are animal trainers. They don't train the intellect," he said. Particularly offensive to Blumenfeld is public education's approach to sex education. Courses which explain sexual functions and birth control methods without a religious perspective, he said, have "destroyed sexual morality" and instructed students only in how to have the "pleasure without the payment."

The solution to the ills of public education, Blumenfeld said, is

to pull children out of state run institutions and 'inoculate' them from society's evils by teaching them at home or enrolling them at private Christian schools. "Public education can no longer provide the needs of the Christian community — to save children from the ravages of public education they should remove them from school."



# School critic speaks tonight in East Ridge

By Michele Dula Baum  
The Chattanooga Times

Public education is a travesty controlled by a powerful political organization bent on enforcing leftist policies. It also is a system that by its very nature creates illiteracy, says Samuel Blumenfeld, an author and educator.

"A social agenda has replaced an emphasis on academics," says Blumenfeld, who will speak on *Are Public Schools Harming Your Kids?* at 8 tonight at the East Ridge Town Hall, 1501 Tombras Ave. Blumenfeld's talk is being sponsored by the local chapters of the John Birch Society.

The education critic blames the nation's widespread illiteracy problem (each year an estimated 1 million students graduate from public high schools as functional illiterates) on the government-run school system. The National Commission on Education's 1983 landmark report, *A Nation at Risk*, pegged "a rising tide of mediocri-

ty" as a primary threat to America's future.

Still, public teachers are saying "This is a problem. We can't do anything about it," says Blumenfeld, explaining that the cause of America's inundation by that rising tide is almost too simple. The cause is the way reading currently is taught in public schools.

"The prominent method in today's schools is the 'Dick and Jane' method, or the 'look-say, whole word or sight' method," says the former teacher in public and private schools. "You're taught sight vocabulary, and they teach you configuration clues and context clues, and then they throw in some phonics — initial consonant sounds and final consonants.

"But that method is the cause of the reading problem that we have in America.

"It's the cause of our literacy de-

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## Schools

Continued from B1

cline.

"People are always looking for reasons. That's the reason."

Instead, Blumenfeld, who says he was "shocked" to discover such poor reading skills among students as a substitute teacher in 1970, advocates a return to alphabetic phonics, a teaching method prevalent prior to the 1930s. At that time,

"there was an emphasis on developing language skills, on the three basics — reading, writing and arithmetic — history, geography," says Blumenfeld. Alphabetic phonics teaches children to read by encouraging them to "associate letters with sounds," rather than current teaching, which emphasizes learning whole words at once.

"When that method of teaching was put in the schools, an entire change was made in the curriculum," says Blumenfeld. "The aim of the schools became not to pro-

mote academic skills, but to promote social skills." Today's emphasis is on "the affective domain" or the development of activities, values, behavior, feelings and social studies.

"Social studies is a kind of potpourri of psychology, anthropology, history, geography," Blumenfeld said.

"It's a mixture. You might say it's an academic pasta salad. It's a little bit of everything, but it's not a meal."

In his book, *NEA, Trojan Horse in American Education*, Blumenfeld blasts the National Education Association as "the most politically powerful and dangerous organization in the United States," and says that "under the guise of 'improving education,' the teachers are on a march toward total political power with the aim of converting America into a socialist society."

Blumenfeld, who also is author of *Alpha Phonics, A Primer for Beginning Readers, How to Tutor*, and *Is Public Education*

*Necessary?*, maintains that public school children are being taught by "behavioral psychologists" who treat their charges as "little animals."

"They believe in the theory of evolution. They believe that all the kids are little animals and can be trained like animals."

This attitude fosters an atmosphere lacking the concern and "love" necessary for education, says Blumenfeld. "There's no love between a guinea pig and his experimenter, or the patient and the therapist."

And despite massive budgets and highly trained personnel, the school system is rife with problems, contends the author.

"This is the only organization (public schools) that utilizes thousands of volunteers and still can't improve.

"Can you imagine General Motors using thousands of volunteers to help them build cars because they're building so many lemons?

"These jokers really think they know what they're doing."



# Author claims public schools aim to 'destroy Christian faith'

By BETTY BRENNER  
Journal religion editor

Five years ago Samuel L. Blumenfeld asked in print, "Is Public Education Necessary?"

Thursday he answered firmly, as he did then, "No."

"Society does not need publicly owned schools," he said in an interview. "If the private schools are doing well, why doesn't government get out of the business and pay tuition to the private schools for educating the poor? Why shouldn't the poor go to good private schools?"

Blumenfeld, author of such books as "Is Public Education Necessary?" and "NEA: Trojan Horse in American Education," is speaking today at the annual teachers' convention of the Michigan Association of Christian

Schools at the Hyatt Regency Hotel.

In the interview, Blumenfeld said,

"I tell parents that children in public schools are at risk four ways:"

● Academically. One-third of all Americans are functionally illiterate and that is caused, he said, because few teachers teach phonics any more.

Part of the reason for that, he said, is methods of education fostered by such people as John Dewey and Charles Judd "dumb down" Americans by design. Those educators wanted to make society socialist, collectivist and atheist, he charged, and to do that they had to limit Americans' ability to think.

"So they will be amenable to the elite at the top, who will do the

thinking for everybody."

● Spiritually. "The public schools are doing everything in their power to destroy Christian faith." Situation ethics, sex education, death education, the teaching of evolution and values clarification all undermine faith, he charged.

● Morally. "The child meets drug users, drug pushers, blasphemers and sexual offenders."

● Physically. "The public schools are very violent places."

The answer, he said, is to eliminate public schools.

The troublemakers would cause less trouble in private schools, he said.

"One of the reasons you have troublemakers in public schools is



Blumenfeld



Hyles

because the public schools create troublemakers."

The public schools, he said, destroy children's ability to think, tell them they are animals, that life has no meaning, that all they have to look forward to is a nuclear holocaust, that you make your own values, that they may become functionally illiterate.

But, he said, "If you put these

children in a good religious school, they would have a totally different kind of behavior. There still would be behavioral problems, but not like the public schools."

The private schools still could expel problem children because "there will always be private institutions that will deal with problem children."

The private schools, he said, "have to deliver" or lose parents' loyalty and enrollment of children. "But with the public schools, the more failure you have, the more government money you get. Creating kids who read does not get you Chapter 1 money."

Yes, he said, he prefers education as he knew it as a child in the 1930s. "In those days, a teacher still had a vision of what education was about — teaching you basic

academic skills. Today it's to indoctrinate, to manipulate."

Thursday night, the Rev. Jack Hyles, pastor of the 72,000-member First Baptist Church of Hammond, Ind., told the teachers, principals and ministers to pray often and regularly.

"We love God, but we don't know God," he said. "Probably everyone in this room loves God, but you want the preacher to bring you a message from God, a confirmation, somebody on the TV set, somebody in a book."

"I want you to know there is a God in heaven who wants to spend time with you. Why don't you spend some time with him and get to know him? Our heroes will pass off the scene, but our God is the same today, tomorrow and forever, and we don't know him."

# State schools started as effort to stamp out Christian culture

By BARBARA MORRIS  
National Educator Columnist  
Author, "Change Agents  
In The Schools"

The men who founded the United States were not products of "public" education. George Washington was educated by his family. Benjamin Franklin was taught to read by his father and attended a private school for writing and arithmetic. Thomas Jefferson was tutored.

Of the 117 men who signed the Declaration of Independence, Articles of Confederation and the Constitution, one out of three had only a few months of formal schooling and only one in four had gone to college.

Should we then be surprised that the Constitution makes no provision for education? Of course not. Education is and should be a private matter.

The problem seems to be that few people understand why we have "public" education — why it was originally promoted or by whom. If the details of this ancient history were widely known, parents would be rudely awakened.

There is a new book which every parent, grandparents and taxpayer must not fail to read: **IS PUBLIC EDUCATION NECESSARY?** by Samuel L. Blumenfeld, published by Devyn Adams. The answer to the question posed in the title should be obvious to all but until you go back to the beginning of the mess there may be lingering doubts, so effective has been the brainwashing by the education establishment for the past 130 years.

Sam Blumenfeld spent four years digging up the roots of today's "public" education. In 249 pages filled with exhaustive documentation, mostly from original sources, the author constructs a devastating picture which is bound to make any person of

normal intelligence boiling mad.

"Public" education was promoted and eventually established by a minority of Unitarians, Universalists, atheists, socialists and Harvard elite not as a means to provide an education, but to change human nature, destroy Christianity and establish a socialist state.

In 1829, Orestes A. Brownson, a Universalist clergyman, an early promoter of "public" education, and later a convert to Catholicism, wrote in his autobiography:

"The great object was to get rid of Christianity, and to convert our churches into halls of science. The plan was not to make open attacks on religion . . . but to establish a system of state, — we said national schools, from which all of religion was to be excluded, in which nothing was to be taught but such knowledge as is verifiable by the senses, and to which all parents were to be compelled by law to send their children . . ."

The current battle between Creationists and Evolutionists is nothing more than an extension of the thinking of the original socialist promoters of "public" education and should tell us that our unceasing efforts to "reform" the system are a waste of time. By 1830, "The instrument of secular, scientific public education had to be created in order to divest the new generation of the religious myths and superstitions that stood in the way of their becoming rational human beings. The public schools would teach scientific facts only . . ."

Geology, in particular, was a subject that interested the social scientists "for if it could be shown beyond a shadow of a doubt that the earth was older than the Bible said it was, this would prove once and for all that

the Bible was a myth and not be believed as infallible authority."

Is it any different in 1981?

How many parents are aware that the U.S. system of education was modeled upon the Prussian school system in which the parent-child relationship was considered subordinate to the child's relationship to the state? Did Americans in the early 1800's ask for this system? No, nor were they even consulted. The educators decided for them.

From the very beginning, parents were lied to. In 1830, the *Common School Journal* stated:

"Our fathers encountered the perils of the ocean, and endured the privations of a wilderness . . . for the great cause of equality . . ."

That "friends of education" could get away with such a blatant lie meant that by 1830 the Puritan ethic past was only dimly known to the population. And thus it was that much easier to do a "hard sell" on the middle class. The *Common School Journal* also argued:

"Anything which tends to lessen the value of our free schools is hostile to the designs of our pious ancestors. Any man who . . . permits these schools to decline can hardly be regarded as a friend to this country."

In an effort to stamp out the despised private schools, parents were made to feel guilty:

"Why do you take your children from the district school and put them in private school? . . . You contend the town schools are corrupting in their influence . . . Suppose the town schools are as corrupt as represented — what is your duty under these circumstances? To abandon them altogether, and let them sink deeper and deeper into corruption? No, it is your

duty . . . to reform them . . . it is your duty to put your children in the district school. Your children must associate with the children of the poor and vicious at some period or other . . . the sooner the better . . ."

Again, is it any different in 1981? Aren't these familiar arguments?

Blumenfeld also provides background on the "look-say" method of teaching reading. This system was developed by Thomas Gallaudet for deaf children who could not be taught to read by learning alphabet sounds. Instead, they were taught to read by associating whole words with pictures. Because it was thought the new method would save normal children the trouble of learning the alphabet and letter sounds, it was adopted for general use. It is interesting, that even today, many of the "innovations" in the schools were originally designed for children lacking normal capacity to learn.

The bottom line of Blumenfeld's monumental research is that the goals and purposes of "public" education have not changed one iota since the very beginning. By continuing to attempt to change or improve "public" educa-



BARBARA MORRIS  
Writer and editor.

tion, we are giving legitimacy to an aberration designed at its inception to change the character of men as a prerequisite for the establishment of a socialist/communist state. It was recognized early on that there could not be a socialist utopia until people were educated to accept it.

Those who are carrying on a love affair with "public" education will, if they have the courage to read this book, and if they are truly seekers of truth, be shocked into reality. It is difficult to imagine that anyone who is troubled by the inadequacies and excesses of "public" education would go on trying to change or improve what is nothing more than a myth, wrapped in trappings that appeal to the mom and apple pie instincts in most Americans.

IS PUBLIC EDUCATION NECESSARY? Read it and understand why we are where we are and what must be done about it.



# Book author calls

POST REGISTER  
September 26, 1984  
Idaho Falls, Idaho

## NEA 'Trojan Horse'

By THE ASSOCIATED PRESS

and Post-Register staff

BOISE — An Idaho legislator, who is among political conservatives opposing the National Education Association, says he is promoting an anti-NEA book because the association takes stands on inappropriate issues.

Rep. Robert Forrey, R-Nampa, and other opponents of NEA held a Boise news conference today to promote a new book, "NEA: Trojan Horse in American Education," by Samuel Blumenfeld.

The publication calls itself "the first full-length expose of the National Education Association."

Sen. Steve Symms, R-Idaho, staged a similar event in Washington, D.C. In remarks prepared for that event, Symms said the new book is a must for "every teacher, every parent and every politician."

"There are many competent and conscientious teachers, parents and politicians who will have their eyes opened to revealing information about the NEA by reading this

book," said Symms.

Idaho Education Association officials say that since they haven't seen Blumenfeld's book, it's difficult to reply to his charges.

But Nancy Christensen, president of the IEA's Region 6 office in Idaho Falls, today said claims about NEA's "inappropriate" positions are either wrong or misrepresent the NEA.

She said the NEA has never taken a stand on abortion. "And I feel comfortable that the stands we do take pertain to education."

She said the only NEA position about women's rights is a call for equity in hiring and salary of educators. Who gets hired and what they're paid are educational issues, she said.

Statements of support for political candidates, such as Democratic presidential contender Walter Mondale, are made because NEA members believe their positions are best for education, Ms. Christensen said.

"The only issues we discuss with candidates are their views on education," she said.

NEA positions are decided by the 6,000 to

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—Nancy Christensen  
IEA Region 6 president



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8,000 members who attend its annual convention.

About 70 percent and 75 percent of teachers in Idaho Falls School District 91 and Bonneville School District 93, respectively, belong to the IEA.

Blumenfeld, who criticized a report on Idaho higher education this year, planned to attend the Washington, D.C., news conference.

The book was published by Paradigm Co., Boise. State groups, such as the IEA, are NEA affiliates, representing teachers in col-

lective bargaining, sponsoring professional workshops and other activities.

Forrey said the NEA doesn't dwell on furthering the quality of education, but has instead taken inappropriate stands on such issues as abortion and women's rights.

"The educational policies have been taken away from the local school boards and are being decided by a national union," Forrey said.

The book is compatible with those views, he said, and he agreed to speak in favor of it when that request was made by its publisher.

In response to a question from reporters, Forrey said the Democratic Party must be linked with the NEA since it supports the NEA.

In the education field, he said, Democrats have good intentions but go about it in the wrong way by supporting such organizations as the NEA.

The news conference included the leader of Independent Educators of Idaho, a new group billed as an alternative to the IEA. Independent Educators alleges the IEA is cloaked intolerably in union politics and liberal ideas.

The sponsors of the Boise and Washington news conferences are the Idaho Conservative Union and the American Conservative Union.

Blumenfeld is not new to Idaho. Earlier this year, he appeared before legislators and criticized a higher-education evaluation compiled for the Idaho Association of Commerce and Industry. Among his suggestions was one that the state should get out of higher education, perhaps selling its college campuses.



ARGUS OBSERVER  
September 27, 1984  
Ontario, Oregon

# Conservatives fire at NEA

By STEVE GREEN

BOISE (UPI) — Leading Idaho conservatives attacked the nation's largest teachers union Wednesday, blaming the National Education Association for declining performances by students and teachers.

In blistering attacks by GOP Sen. Steve Symms in Washington and state Rep. Robert Forrey at Boise, they said the NEA's political advocacy on issues unrelated to education has made the organization the main culprit for public school problems.

But Forrey, R-Nampa, said he did not know why the NEA was not singled out for criticism by national education studies of recent years, including "A Nation At Risk," which was endorsed in April 1983 by President Reagan and Education Secretary Terrel H. Bell.

Symms and Forrey made the attacks during news conferences called to promote a new book, "NEA, Trojan Horse in American Education."

The book, by Samuel L. Blumenfeld, bills itself as "The First Full Length Expose of the National Education Association."

"The National Education Association, which represents 1.7 million teachers, has decided that its members are no longer satisfied with merely being public servants. They want to become political masters," says the book's introduction.

Symms, in statements prepared for a Washington news conference

which were distributed at the Boise news gathering, said "the NEA leadership has presented their organization as the all-knowing champions of education.

"They have persistently claimed that more federal money would solve the problem. Yet, money has not cured anything," he said.

The Republican urged every teacher, parent and politician to

read Blumenfeld's "revealing" book.

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# Education

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Robertson, whose group includes about 30 teachers, declined to endorse the contentions in Blumenfeld's book, saying she had not read the 260-page softbound volume.

However, she said, "We're for teachers who don't want their money used for non-educational issues."

Robertson, an Idaho Falls teacher, said she had no regrets about missing her scheduled classes to attack the IEA and NEA.

"If we're successful, my students will be better off in the long run," she said.

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"A Nation at Risk," the first major national report that Reagan commissioned on education, did not blame the NEA for problems in schools, but listed several other causes, including low scholastic requirements.

The publisher of the anti-NEA book, Peter Watt, Boise, said the education studies "missed the point."

"A Nation At Risk" was written by the National Commission on Excellence in Education, headed by the University of Utah President David Gardner, who now heads the University of California higher education system.



TIMES NEWS  
September 27, 1984  
Twin Falls, Idaho

# 'Expose' on NEA backed

BOISE (AP) — A legislator who is among political conservatives opposing the National Education Association says he is promoting an anti-NEA book because the association takes stands on inappropriate issues.

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# Idaho conservatives blame NEA on education system woes

By STEVE GREEN  
United Press International

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"A Nation At Risk" was written by the National Commission on Excellence in Education, headed by then-University of Utah President David Gardner, who now heads the University of California higher education system.

IEA spokeswoman Gail Moore said continued support of public schools — as evidenced by higher

legislative appropriations — proves parents are not dissatisfied with teachers, the IEA and the NEA.

She said the IEA would hold a news conference later this week to more thoroughly respond to the charges against the state and national groups.

Watt said the book is not being advertised, but he said 2,800 copies have been sold.



# *IEA won't back down in face of criticism*

*Associated Press*

BOISE — Despite attacks by groups which oppose public education, the Idaho Education Association will continue to work to improve public schools, its president says.

Connie Hutchison, Twin Falls, told a news conference here Friday the IEA and its parent orga-

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"We make no apologies for those views, even if they result in criticism from people who wish to abolish public education in this state and in this country," she said.

Hutchison said anti-NEA groups have "twisted and dis-

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"The positions they take come from the teachers themselves," she said, "not the NEA leadership."

Earlier in the week news conferences were held in Boise and Washington, D.C., to launch a new anti-NEA publication, the "Trojan Horse," which blames the NEA for most of the problems in modern schools.

State Rep. Robert Forrey, R-Nampa, who appeared at that news conference to endorse the book, attended Friday's event but didn't make a statement.

Hutchison said both the state and national organizations have been under attack from groups which really want to do away with public schools completely.

THE DAILY IDAHONIAN

September 29, 1984

Moscow, Idaho



# Education

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Ms. Hutchison said both the state and national organizations have been under attack from groups which really want to do away with public schools completely. She said the IEA has been advised that the outside groups have prepared a "comic" book which will be distributed through Idaho newspapers soon, attacking the IEA. She said the professional teachers'

organization represents more than 80 percent of Idaho's teachers, and has about the same membership nationwide.

A delegate assembly of 600 teachers makes policy decisions for the IEA, she said. Nationally, the NEA has a delegate assembly of some 5,000 members, one of the largest decision-making bodies in the country.

"We are proud of our efforts during the last century to improve the quality of education provided every student," Ms. Hutchison said.



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"We are proud of our efforts during the last century to improve the quality of education provided every student," Ms. Hutchison said.

The education groups will continue to work to "preserve and strengthen" public education despite the attacks, she said.

In response to a question, Ms. Hutchison acknowledged that educators often are accused of trying to solve all problems with more money.

It takes planning, she said. "Dollars are not the only answer. But it takes dollars to carry out the plans," she said.

"We have to have an educational plan and be able to back it up with money."



## IEA Will Continue Fight to Improve Schools—President

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of The Associated Press

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dollars to carry out the plans," she said.



He will participate in our press conference in Michigan

# Jesuit University Fires Professor For Opposing Abortion

By PAUL A. FISHER

WASHINGTON, D.C. — A Jesuit university has fired a professor for his refusal to pay dues to a labor union which advocates abortion.

Robert Roeser, a Catholic and a tenured professor of electrical engineering at the Jesuit operated University of Detroit, has filed legal action with the National Labor Relations Board (NLRB) and the federal Equal Employment Opportunity Commission (EEOC) against the university and the school's faculty union for failure to accommodate his religious belief which holds that abortion is immoral and contrary to the teachings of the Catholic Church and his own beliefs as a Catholic.

He is represented by the National Right to Work Legal Defense Foundation, a charitable organization which provides free legal aid to employees victimized by compulsory unionism.

Explaining his situation to *The Wanderer*, Professor Roeser said

he was employed in January, 1979 by the university. The school had entered into a collective bargaining agreement with the University of Detroit Professors' Union. The professors' group is affiliated with the Michigan Education Association (MEA) and the National Education Association (NEA). The agreement between the university and the union requires that all faculty members must either join the union or pay an agency fee to the union as a condition of employment.

Subsequent to his employment, Prof. Roeser discovered that both the MEA and the NEA support abortion both by "lobbying and public statements." The NEA, he noted, has lobbied in Washington to defeat federal legislation which would bar abortions.

As for the MEA, Roeser called attention to a recent controversy in which a local judge became the guardian of a minor female who had been raped. The minor became pregnant and the judge, as legal guardian, declined to order an abortion for the child-mother. "The Michigan Education Association," Roeser said, "lobbied to recall the judge because of his decision not to order an abortion for the minor."

In an affidavit he said he cannot be consistent with his conscience if he associates with these union organizations, nor, he said, may he help to financially underwrite their pro-abortion activities.

Prof. Roeser and his wife are the parents of three children, but he said he is willing to suffer termination of employment "before I could pay agency fees to this union and compromise my conscience." He was fired May 15th.

To support his position he called attention to the 1947 Vatican Declaration on Procured Abortion which says in part: "It must in any case be clearly understood that man can never conform to a law which is in itself intrinsically evil, and such is the case of a law which would admit in principle to the licity of abortion. Nor can one take part in a propaganda campaign in favor of such a law or vote for it. Moreover, one may not collaborate in its application."

He also cited an 1895 encyclical letter, *Longinqua*, by Pope Leo XIII which says: "And we wish to be understood as referring in a special manner to the working class, who assuredly have the right to unite in associations for the promotion of their interests; a right acknowledged by the Church and unopposed by nature. But it is very important to take heed with whom they are to associate; lest, while seeking aid for the improvement of their condition, they may be imperiling far weightier interests."

That statement by Leo echoes a position he also expressed in his famous 1891 encyclical, *Rerum Novarum*. There the Holy Father noted (sec. 54) that some workingmen's associations are in the hands of leaders who manage them "on principles ill-accommoding with Christianity and the public well-being; and that they do their utmost to . . . force workmen either to join them or to starve. Under these circumstances Christian workmen must do one of two things: either join associations in which their religion will be exposed to peril, or form associations among themselves and unite their forces so as to shake off courageously the yoke of an unrighteous and intolerable oppression. No one who does not wish to expose man's chief good to extreme risk will for a moment hesitate to say that the second alternative should by all means be adopted."

Leo also stated (sec. 55) that the "bishops, on their part, bestow their ready goodwill and support; and with their approval and guidance many members of the clergy, both secular and regular, labor assiduously in behalf of the spiritual interests of the members of such associations. . . ."

He added (sec. 57) that workingmen's associations "must pay special and chief attention to the

duties of religion and morality, and that social betterment should have this chiefly in view. . . . What advantage can it be to a workman to obtain by means of a society material well-being, if he endangers his soul for lack of spiritual food? What doth it profit a man, if he gain the whole world and suffer the loss of his soul? . . ."

It is interesting to note, that in the previous collective bargaining agreement with the union, the university included a clause (5.3) which stated: "Religious Commitment. The University of Detroit is a Catholic and Jesuit university and, therefore, the religious commitment is the traditional mission of the employer and the personal religious belief of the individual employee shall be respected by the University of Detroit, professors' union, the employer, and by each employee. Such respect is not to be construed as imposing any type of religious obligation on any employee or any limitation on academic freedom. However, it does create an academic responsibility not to deride such mission, commitment, or personal religious belief."

That provision is not included in the 1983-1984 collective bargaining agreement.

Roeser said the "people that I've talked to certainly believe abortion is wrong." These "people," he noted, include faculty members and members of the Jesuit community. At the same time, he said his "main objection is the silence" on the part of the university's administration and colleagues on the faculty who tolerate association with a union which has principles contrary to age-old values espoused by the Catholic Church. . . .

Roeser says he has offered to pay the fee he normally would contribute to the pro-abortion union to a charitable organization, but the union would not permit him to do so.

Bruce Cameron, Roeser's attorney, said he is preparing to appeal to the general counsel of the NLRB.

*The Wanderer* was informed by a spokesman for the University of Detroit that the subject matter "is in litigation, so there's not a whole lot of information the university or the union is giving out on the advice of attorneys." However, the following statement was made by Daniel A. Felicetti, vice president for academic affairs at the university:

"It is my understanding that although the university urged the faculty union and Professor Roeser to reach a mutually satisfactory accord, they apparently were unable to do so and we were left with no alternative but to honor the terms and conditions of the collective bargaining agreement. Because the matter is subject to litigation we can make no further comment at this time."

The university spokesman also made available a letter published in the Sept. 26th issue of the

campus newspaper, *The Varsity News*, written by Professor George W. Pickering of the Religious Studies Department, who "is a very active union member." Pickering wrote:

"Professor Robert Roeser was fired by the University of Detroit on May 15th, 1984 because he had refused for two years to pay the fees required by our contract. Since every member of the faculty . . . benefits from and is protected by and is assigned work in accordance with the collective bargaining contract, every member (of the faculty) is assigned a fee to cover the costs of negotiating and maintaining that contract. . . ."

"His claim that this money was or is used to support pro-abortion efforts is without foundation. The officers of the UDPU tried to explain this to Professor Roeser patiently, but without success. They extended his employment by an additional year in an effort to reason with him. They offered to reduce his fee by \$28.26 a year by eliminating some costs that might even appear to go in the direction to which he objected. This was a concession to his conscience, not an admission that those funds do, in fact, go to activities to which he objected. We do not believe that any of the fee actually goes into pro-abortion or any other direct political activity. For one thing, federal law prohibits such use of that money. For another, the political action of the NEA-MEA is funded from additional and voluntary contributions of the membership."

"In offering to reduce Prof. Roeser's fees, therefore, the UDPU and the MEA were simply trying to find a way for Professor Roeser to save his job without compromising his conscience. If he now cites this concession as proof of his claim then he has once again failed to understand either the federal law or the union policy. As I see it, this has been the problem from the beginning. The issue here is not one of religion and politics. The issue is unions and politics, and the federal law on that is both definite and stringent: there can be no mixing of general funds of the union with its political action money, and mandatory fees cannot be used for political action."

"The law does allow that workers may not be forced to join or pay for unions if they are members of religious groups which have historically objected, on grounds of conscience, to unions as such. Needless to say, the Roman Catholic Church is not such a religious group."

It might be noted that neither statement by university sources denies that the NEA and the MEA are strong advocates of abortion. Pickering's statement does not address Pope Leo XIII's caution that Catholics may not join associations of laborers "in which their religion will be exposed to peril" by advocating issues and activities which are contrary to age-old Church teaching.



# THE FREEDOM REPORT

The  
Freedom  
Council

VOLUME TWO, NUMBER TEN

DECEMBER, 1984

## WAR OF IDEAS

### Determining the underlying premises of children's rights

"All my rights were taken away. I felt so violated," said Cindy Buchan, of Jordan, Minnesota, on the eve of the return of her three children from state custody. For six months, she and her husband Donald had suffered the anguish of a family being totally torn apart.

On June 6, 1984, Minnesota state authorities felt they had sufficient evidence to link the Buchans and twenty-two other adults with an organized sex-abuse ring. The FBI and state officials were vitally interested in the case due to allegations made by two boys that some children had been physically harmed.

When Mrs. Buchan was called in to talk with the state authorities, she had no idea that she and her husband were implicated. But while answering questions about one of the family's babysitters, her daughter Missy, 5, was taken to another room for interviewing and never returned. Then, a social worker invited Courtney, 3, to get a drink of water and they didn't come back. Back home, authorities took Billy, 1, from the Buchan's babysitter. Husband Donald was also arrested and suspended from his job until the charges were dropped some five months later. Although the children of several other families were taken into custody as well, the Buchans were the only couple to have their children returned as early as November.

The Buchan's case is unusual only to the extent that it received so much publicity. Throughout the nation, amazed parents are learning that their state, under statutes allegedly designed to prevent child abuse, has an uncontested right to take children out of their homes. Such action may be triggered by a doctor's request, the report of a social worker, or even the recommendation of an alarmed babysitter.

State child welfare departments operate on the assumption that the state has an overriding interest in "its" children, an interest superior even to that of the parents. As was demonstrated in last month's FREEDOM REPORT, there is increasing conflict in this nation over the question, "who owns the children?" While many hold the correct Biblical view that God entrusts children to parental authority, others insist that the government has priority in their lives, and parents only fill

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See other  
Side



100,000 of these newsletters went out to members

## **FREEDOM COUNCIL BOOK REVIEW**

**NEA: Trojan Horse in American Education**

**Samuel L. Blumenfeld**

**The Paradigm Company**

In this blockbuster work, Samuel Blumenfeld examines many looming, unanswered questions that those of us, not entirely satisfied with the achievement records of our public schools, may ask. Why have so many children, perhaps your own, graduated functionally illiterate? Why, after completing certain courses, do your children suddenly show a marked disrespect for authority — yours and others'? How is it that a closed-shop union like the National Education Association (NEA) can have such massive influence to practically control your own local school district? NEA: TROJAN HORSE IN AMERICAN EDUCATION is a well-documented, substantially footnoted, thoroughly indexed and rich source of research for parents who are becoming increasingly concerned about the answers to questions like these and many others.

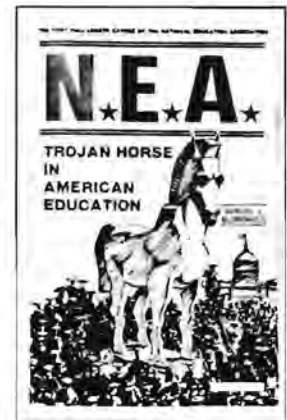
In the opening chapters, the author traces the shifting development of our nation's schools from a private to a public system. He explores the impact that Unitarian thought and early socialists had as prominent forces behind this change. Not leaving much area uncovered, Blumenfeld fully develops the influence of such notables as Horace Mann, John Dewey, Charles Darwin, and George Friedrich Hegel on the early development of the public school system. However, as the title suggests, the primary institution examined in the book is not the public school system, but the NEA.

The NEA, although established in 1857, did not really obtain a great deal of clout in the public schools until the early twentieth century when the collective, progressive impact of John Dewey, Dr. James W. Crabtree, and Willard E. Givens began to give new direction to the organization. It was not until the 1940's that the NEA actually began to make a major effort to unionize the teachers on a national scale and to exert control over such local matters as school administration and student curriculum. For example, perhaps the most powerful chapters in this book are those that deal with what Blumenfeld calls "the conspiracy against literacy." Here the author unveils the mystery of why Johnny can't read. He conclusively proves that John Dewey considered the real obstacle to the socialization of the United States to be high literacy.

The remainder of the book reveals the NEA's drive for political power and for the total control over the education of our children whether they be in public, private, or home schools. The NEA, says Blumenfeld, is apparently operating with an agenda which is totally contrary to the traditional values which have anchored and served our great and unique land for over 200 years.

THE FREEDOM COUNCIL wholeheartedly recommends this book to every citizen, teacher, school administrator, and legislator who is concerned about their children and their children's education. You will never be complacent about education again. We urge you to pass copies to your children's teachers and principal, as well as to your legislative representatives. This book rates high on THE FREEDOM COUNCIL's "must read" list. (The Paradigm Company, Post Office Box 45161, Boise, Idaho 83711)

—Harley Hickling



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B-10 Tacoma, Mon., Dec. 10, 1984, The News Tribune •

# NEA under concentrated fire by conservative groups

Washington Post

WASHINGTON — Conservative educators and activists, annoyed for years by the political power of the National Education Association, are engaged in an unprecedented attack against the nation's largest teachers' organization, raising questions about the control its 1.7 million members exercise over the minds of the young.

In a strategy session last month in suburban Springfield, Va., about a dozen conservatives discussed possible legal action against the NEA. The conference, held at the Center on National Labor Policy, culminated months of other activities, including preparation of a comic book for hundreds of thousands of Western and Southwestern newspapers, featuring an NEA member advocating gun control and the hiring of homosexual teachers.

Don Cameron, executive director of the NEA, said the recent attacks are "outrageous," "vicious" and "direct."

But Steven Antosh, executive director of the center and coordinator of the Springfield conference, said action is needed, because the NEA is a "major danger to Western civilization. Not only are they big in terms of membership, but these are the people that exercise control over the minds of the future generations of the United States."

The NEA was founded in 1857 to improve job conditions of teachers; it has become increasingly political since it made its first presidential endorsement (of Jimmy Carter) in 1976. More recently, the NEA upset conservatives when it threw its weight — and nearly 1 million volunteers — behind Democratic presidential nominee Walter F. Mondale.

Besides endorsing candidates in political races, the association takes a pro-choice stand on abortion and publishes curriculum guides on such controversial issues as nuclear war.

Even moderate educators not

**I don't know any type of conservative group, new right, old right ... that doesn't not care for the NEA.**

— NEA critic Steven Antosh

affiliated with the NEA express concerns about the organization's growing politicization.

"I think that at times they have hurt all teachers because of their liberal policies," said David Pickerill, head of the social studies department at Winston Churchill High School in Potomac, Md., and a Mondale supporter.

A teacher for more than 20 years, Pickerill said Churchill social studies teachers tried out the NEA's curriculum guide on nuclear war two years ago but abandoned it because they believed that it was "slanted" toward a nuclear freeze.

"The NEA is up to its neck in politics," said Tom Shannon, executive director of the National Association of School Boards.

"The question is, When the NEA loses big, does education lose also?" Shannon asked, in reference to Mondale's loss. "I'm concerned that the answer is yes."

The recent spate of attacks began in May with a *Reader's Digest* article, "Guess Who Spells Disaster for Education?"

Various books then took up the call. In one, *NEA: Trojan Horse in American Education*, Samuel Blumenfeld wrote, "The NEA's obsession with power ought to alarm

and concern all Americans, for the teachers have the organizational means to control the political destiny of this nation."

The latest attack came in "What in the World's Going On in Your School?", a comic book first distributed as a paid insert in 194,000 Idaho newspapers.

Nearly 200,000 copies of the pamphlet have recently been inserted in newspapers in New Mexico, and publisher Ronald Rankin said he expects the booklet to be distributed in the next couple of months in California, Louisiana, Michigan, North Carolina, South Carolina and Texas.

In one scene of the 16-page booklet, a long-haired teacher with a pierced ear and a peace symbol stands in front of a blackboard on which is written, "gay-rights dance" and "peace at any price."

"I don't know any type of conservative group, new right, old right ... that doesn't not care for the NEA," said Antosh.



## The Birch Log

# The NEA Exposed

by John F. McManus

Belmont, Mass. — In April 1983, the National Commission on Excellence in Education issued a historic report entitled *A Nation At Risk*. Its shocking conclusion stated: "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."

### NEA Behind It

While we may indeed have allowed such a threat to develop, unquestionably the single most important agency causing it is the National Education Association (NEA). The most powerful force in the vital business of teaching the young, the NEA has for too long benefitted from the widespread presumption of both parents and the nation at large that its goals are their goals, that well-educated youngsters who value freedom, morality and patriotism are its desired end product.

That such is far from the case is devastatingly shown in *N.E.A.: Trojan Horse in American Education* by Samuel L. Blumenfeld (Research Publications, P.O. Box 39850, Phoenix, AZ 85069, \$7.95) Yes, American education is sick, but it suffers from an illness deliberately planted by an "Education Mafia" that took control of the nation's public school system and infected it with collectivism, socialism, behaviorism, atheistic psychology, secular humanism, progressivism and radicalism.

Born in 1857, the NEA from its outset was determined to create its own kind of national system of education. Those who agreed with the wisdom of America's founders in keeping the federal government out of education were eventually overwhelmed by NEA members, all of whom wanted federal power over the entire process. Mr. Blumenfeld details the pernicious

influence early in this century of the "Educational Trust," as the NEAers called themselves. Many of these individuals are relatively unknown today save for the "Father of Progressive Education," John Dewey.

### Promoting Illiteracy and Socialism

How does it happen that there are 24 million functional illiterates in the U.S. today — even though virtually all have had eight to twelve years of schooling? Blumenfeld insists that it was planned that way: "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." With Dewey leading the charge, America's educators adopted the terribly flawed "look-say" reading process which has led to widespread illiteracy. The section of this book detailing the conspiracy against literacy is simply mind-boggling.

NEA has become a powerful labor union and political activist group. Blumenfeld summarizes what it stands for today: "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; it wages incessant warfare against conservatives . . .; it is working to bring all teachers and all private schools under government control; it hates capitalism and loves socialism; it is uncompromisingly atheistic; it advocates sex education for children, abortion on demand, passage of the Equal Rights Amendment, gun control, a nuclear freeze and disarmament. In short, for all practical purposes, the NEA might as well be the socialist party in America."

Blumenfeld recommends moving education out of government hands and a steady increase in private schools. His important exposé of the NEA should help mightily to demonstrate the need to do both.

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# Examining NEA's role in decline of American public education

ALLAN C. BROWNFIELD

By now, the fact that American public education is a disaster area is widely recognized. Once, a small number of well-informed critics were voices in the wilderness attempting to make Americans aware of the declining standards and virtual chaos which had come to characterize the public schools. Part of the message has taken hold. When Time, Newsweek, U.S. News, NBC, CBS and ABC began to report about the story, there can be little doubt that things have deteriorated dramatically.

Unfortunately, most of the discussion of our declining public schools fails to properly identify the reasons for decline. Instead, we are told — as we were recently on a three-hour ABC documentary — that the answer to our problem is more money. Such a statement overlooks the key fact that we now spend more money on the education of children than any country in the world.

The U.S. spent 6.8 percent (\$200 billion) of its gross national product on education in 1980-81, up from 3.4 percent in 1949-50, more than any other country. Yet, in an academic competency test comparing average American sixth-graders with their counterparts in seven other Western industrialized countries, American children ranked last in mathematics and not much better in science and geography. The poor U.S. showing was described as "alarming," by Glenn Seaborg, the Nobel Prize-winning scientist who helped direct the science portion of the test.

In April 1983, the National Commission on Excellence in Education issued its historic report *A Nation at Risk*. The report declared: "The educational founda-

tions of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as people...

In an important new book, *NEA: Trojan Horse in American Education* (Paradigm Co.), Samuel L. Blumenfeld, an authority on American education who has taught in both public and private schools and has written extensively on the subject, persuasively argues that our deteriorating public schools did not just "happen." A dedicated and ambitious group of men and women — the National Education Association — has con-

**"The shift in emphasis from intellectual development to social development was revolutionary."**

sciously caused our dilemma, he charges, and has an agenda for our future as well.

For many years, the NEA has been implementing its "progressive" philosophy of what schools should do. Blumenfeld shows that this approach can be found in the report of the NEA's Commission on the Reorganization of Secondary Education in 1918. The reforms recommended by the commission reflected the influence of John Dewey's new educational agenda as well as the new psychology which was being introduced at American universities.

Blumenfeld writes: "The shift in emphasis from intellectual development to social development was revolutionary. Dewey strongly

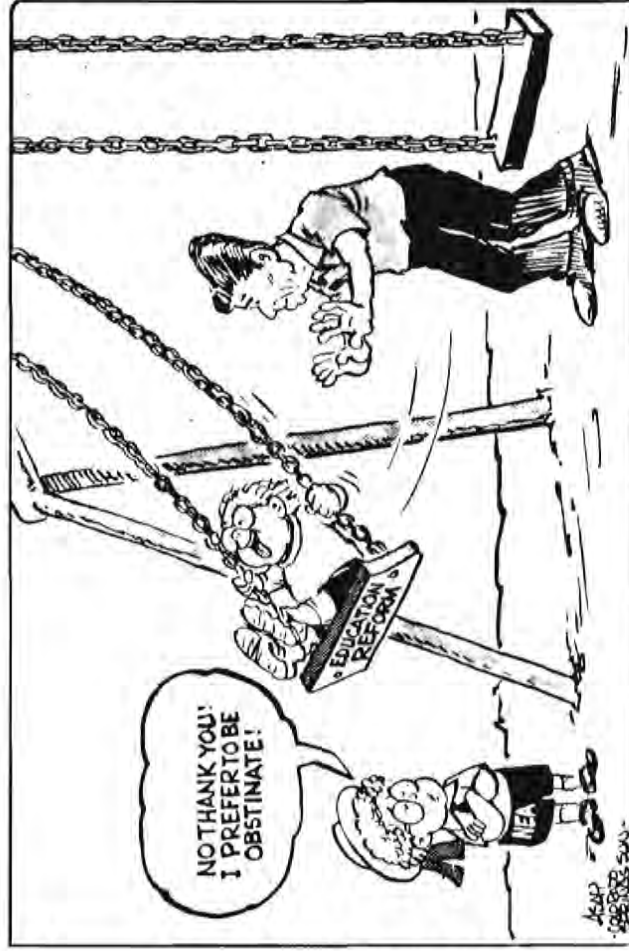
opposed the traditional system which encouraged the development of the independent mind ready to compete in capitalist society. 'The mere absorbing of facts and truths,' he wrote in *School and Society*, 'is so exclusively individual an affair that it tends very naturally to turn into selfishness.' And to Dewey selfishness was synonymous with capitalism. If education was to lead the next generation to socialism, it would have to be much less intellectual and much more social."

The NEA some 70 years ago embraced a philosophy which clearly downgraded reading, writing, arithmetic, history and science. In his book *My Pedagogic Creed*, Dewey wrote: "I believe that the social life of the child is the basis of concentration, or correlation, in all his training or growth... I believe, therefore, that the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's social activities."

The NEA, the teachers' colleges, and others in the nation's educational establishment, Blumenfeld shows, embraced socialism as the wave of the future, and sought to use the public schools to prepare American children to fit into such a society.

## Drastic changes

Willard E. Givens, who was then president of the California State Teachers Association, told the 1934 session of the NEA's Department of Superintendence that "many drastic changes must be made. A 'laissez-faire' must be completely destroyed and all of us, including the 'owners,' must be subjected to a large degree of social control. A large section of our discussion group maintain that the credit agencies, the basic



industries and utilities cannot be centrally planned and operated under private ownership."

At this time, Marxist radicalism was at its height at Columbia Teachers College. George S. Counts, the leftist professor who had toured the Soviet Union several times and written glowing accounts of its social "experiments," published *Dare the Schools Build a New Order* in 1932. He urged "that the teachers should deliberately reach for power and then make the most of their conquest."

To the NEA, Blumenfeld notes, "the greatest enemy of socialism was the private consciousness that seeks knowledge in order to exercise its own individual judgment and authority. High literacy gave the individual the means to seek knowledge individually. To Dewey it created and sustained the individual system which was detrimental to the social spirit needed to build socialist society... What better way to undermine this independent individualism than denying it the necessary tool for its

development: high literacy."

The "look-say" method of teaching reading, which the NEA used to replace the traditional phonics method, Blumenfeld points out, "contradicted all of human history in which it had been proven... that language, not image, is the chief instrument of both learning and instruction. Only the deaf rely on image more than language, and even they must master language to achieve any high degree of learning."

## Political force

Now the NEA has become a labor union and a powerful political force. Its president, Mary Fullilove, openly declares that, "Instruction and professional development have been on the back burner to us, compared with political action." The NEA's political action committee poured more than \$2.4 million into the 1984 campaigns of "friends of education," such as Walter Mondale. That is eight times the \$300,000 it spent in 1980.

What does the NEA hope to achieve? One answer, of course, is

more money for the teachers and the schools. Yet Blumenfeld shows that the NEA wants more than money. It wants complete control over all American education — private as well as public. "It is the goal of the NEA to control all teacher certification in the U.S. and through the agency shop, control the hiring and firing of teachers... The private school and home education represent the only escape routes for those parents who do not wish to submit their children to secular humanist indoctrination. But the NEA is doing all in its power to shut off these escape routes by proposing state laws severely regulating private schools and outlawing home education... If the NEA has its way it will be illegal for virtually anyone to teach anything in America without a license... And who will control the licensing? Why, the NEA, of course."

If Blumenfeld is overstating his powerful case, the documentation and evidence are so overwhelming that the NEA will have to meet the burden of proof in any rebuttal.

Allan C. Brownfield is an author, lecturer and editor of *Lincoln Review*.



Milwaukie's fast-buck artist, Roque Baca, gained infamy by giving customers less than a fair shake — while Westwood housewife and mother Peggy Ault rose to the fore in a crusade against pornography. They're *The Review's* Man and Woman of the Year. See Pages 2 and 3.

# THE CLACKAMAS COUNTY Review

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## Death Bell Tolls On Tale of Love

Howard and Mary were lovers. And the devoted Mary made Howard's last days the happiest of his winter years. The 81-year-old man played the male lead in North Clackamas County's answer to *Cristian und Iselde*, *Darby and Joan*, *Romeo and Juliet*.

They laid Howard Lake to rest Friday following his death Sunday, Dec. 16 of natural causes.

Howard Lake went out in style, with a lovely lady to bid him goodbye.

He's the irresistible charmer who eloped May 7 with the fetching Mary Snider, 69.

At the time, he was residing at Sierra Vista Care Center in Oregon City.

It was Mary who did the asking.

Howard couldn't say no.

But in early June, the couple's honeymoon plans were dashed when Howard suffered a heart attack and was confined to the couple's Jennings Lodge home.

Howard's bride became his nurse.

But finally, when he took a turn for the worse earlier this month, he was admitted to Mountain View Convalescent Care Center in Oregon City.

While mourning his loss, Mary Lake knows she made a big difference in her man's last year of life.

"The doctors told me he would have been dead long ago if it wasn't for loving care," a Mary said this week.

Just before services were conducted Thursday at Stehn's Milwaukie Funeral Home, she proudly displayed a magnificent funeral wreath made by friends.

Howard had intended to take his bride to Calimesa, Calif. for their honeymoon.

In the end, he made the trip alone.

On Friday, Howard was buried in Calimesa, next to the grave of his first wife.

His sweetheart was unable to be there.

It didn't matter.

What they had to say to each other had already been said — at their wedding last spring, and every day since.

"It was a pleasure to keep him happy in his last days," said Mary.

North Clackamas County's romance of

1984 harks back two years, when the two met at King Bell Apartments in Milwaukie.

They were neighbors.

Howard swept Mary off her feet.

He cooked meals for Mary late at night after she returned from visiting a sick relative.

One thing led to another.

"He knows all the tricks of the trade," Mary told *The Review* in August.

"With all his loving kindness, he changed my heart."

"I never thought I'd marry again."

Howard Lake's legacy includes a son, two daughters, 16 grandchildren and 14 great grandchildren — and the widow Mary.

He was a member of the Seventh Day Adventist Church in Milwaukie, Masonic Lodge 109 and the Elks Club of Brainerd, Minn. Lake retired in 1961 from 3-M Co.

Mary Lake requests donations to the Oregon State Heart Association be made in his memory.

"We'll surely meet in heaven," Mary said.

Surely they will.



**HAPPIER TIMES** — Doctors say Howard Lake survived on the love of his good woman, Mary, during last months of life. Howard died Dec. 16. The couple is shown here in happier days, when *The Review* first told their story in August.

## AUTHORITY CHARGES

### Education's Gone Brain Dead

By JOE KRUMM  
News Editor

The National Education Association and public schools in America are "brain dead," but are being kept alive by transfusions of taxpayers' money, says Sam Blumenfeld.

The *Review* interviewed Blumenfeld



SAM BLUMENFELD

recently during his Northwest tour to publicize his new book "NEA — Trojan Horse in American Education."

(Editor's Note: NEA — the National Education Association — is the teachers' union that publicly vows to assert enormous political power. The Oregon Education Association and North Clackamas Education Association are militant arms of the NEA.)

Blumenfeld has authored seven books on education, including "How to Start Your Own Private School — and Why You Need One" and "Is Public Education Necessary?"

He says the NEA is run by "atheistic humanists" who have helped create a society moving toward communism and away from morality.

Public schools are to blame for most reading disorders, says Blumenfeld. He also puts the blame on the NEA for a 2,627 percent increase in the cost of education since 1960, while enrollments have increased only 45 percent and inflation, 335 percent.

The *Review*: How did the NEA develop its power?

Blumenfeld: It was taken over by the progressives around the time of World War I

since. Today, its progressive (humanist) program has been implemented in the schools.

The whole humanist program embraces evolution and a secular society.

The *Review*: Are you suggesting evolution should not be taught in the school?

Blumenfeld: I'm not taking a stand on it. That is a central part of the NEA philosophy. It is a part of the progressive program and the reason the NEA is so adamant in keeping creationism out.

The NEA has a complete disdain for religion and Christianity.

The *Review*: Has the NEA contributed anything valuable or worthwhile?

Blumenfeld: In all of these years, I don't see anything I would consider of value to the teachers, or to the children or the nation.

There's nothing it does today that benefits the children.

The *Review*: Are you suggesting public schools should be more involved in religion?

What about atheistic parents who wish to send their child to school?

Blumenfeld: Public schools are perfect for atheistic children but they're not very good for believing children.

Their rationale is that the separation of

## Reddaway Cleared in Oil Spill Here

Bill Call, president of Reddaway Truck Lines in Milwaukie, said he is "delighted" after hearing that the state Department of Environmental Quality (DEQ) has decided not to fine his firm for a fuel spill Nov. 8.

A DEQ spokesman this week said the agency did not find any negligence in the spill, which saw 4,300 gallons of diesel fuel



# Schools —

Continued from Page 1

church and state means that religion should be something for Sundays and church and that it should be kept out (of the schools).

They pretend the public schools are neutral. The public schools are not neutral because not only do they espouse secular humanism, which is a religion, but now they are pushing all sorts of pagan practices like yoga, transcendental meditation.

Religion is being practiced. They are discriminating against Christianity.

Secular humanism is a nontheistic religion. Eastern religion is a pantheistic religion. They are not in favor of theistic religion.

The Review: So you would be in favor of prayer in public schools?

Blumenfeld: To tell you the truth, a minute of silent prayer is not worth the effort. It's really a sham.

The Review: Would you rather see a written prayer?

Blumenfeld: I would rather see the children of Christians leave the public schools and enter Christian schools. I believe a Christian education is more than just a prayer. It requires a complete revision of the curriculum.

For Christians there is absolutely no hope in the public schools. None whatever. It's a complete waste of time.

They're supporting institutions that are actually anti-religion by sending their children to public schools.

The Review: In your book, you talk about the NEA's power in government. You call NEA "the most politically powerful — and dangerous — organization in the United States." Could you give some examples of attempts in Congress to take away the power of private schools?

Blumenfeld: Take, for example, what happened in Nebraska where a church school which takes no money from the state was required to be approved by the state and hire certified teachers. When the pastor of the school refused government control, the school was closed and he was put in jail.

The people who pushed those laws were the officials of the Nebraska Education Association — an NEA affiliate.

I have debated NEA officials twice and in both instances they said they were in favor of state control of church schools, which is obviously a violation of our unalienable right to religious freedom.

The Review: What do they want to regulate?

Blumenfeld: They have to have an approved curriculum and certified teachers — teachers who have gone through a state-approved course.

Blumenfeld: It sounds as if you consider this a method to control those schools. Those schools could still hire whomever they want.

The Review: Yes, but the ultimate goal is to control — control the schools. Most of the certified teachers will have gone through humanistic courses that might put their faith in question. There's no reason Christian teachers should have to submit themselves to such indoctrination. Either we have religious freedom or we don't.

You cannot have perpetuation of any religion without education, so obviously it's a church function. Therefore, a teacher in a church school is more of a minister than a teacher or combines both.

Christianity must place Christ at the center of its educational system. Religion must infuse every subject.

This business that Christianity is expressed in a minute prayer and then you go back to business as usual is totally wrong, totally erroneous.

The Review: It seems your main thrust is to see more religious schools and their independence. What would you like to see done with public schools?

Blumenfeld: I consider the public schools to be an experiment that has failed. It has failed on moral grounds. It has not produced better people. It has not produced a higher

moral standard for the nation. We have more suicides, more crime. We have abortion. You name it; we've got it.

It has failed on an academic level. The Review: Do you consider those things — other than academic work — the responsibility of the schools?

Blumenfeld: An education system is supposed to transfer a nation's morality. It is supposed to influence.

Even the liberals — even the humanists admit morality must be taught in the schools. But their morality is based on the notion that man is an animal. If evolution is the center of your view of man — there is no God and man is an animal — then man's morality becomes that of an animal.

The Review: Have you followed the controversy in school district around the country about so-called "guidance and counseling" programs, in which children are asked about their feelings and asked how they would react in certain situations?

Blumenfeld: Yes. Situational ethics in which children are taught that morals are relative.

They teach values clarification. This is all part of the secular humanist program. They are teaching a moral system diametrically opposed to the moral system of the Judeo-Christian traditions.

Because of that, Christian children attending a secular humanist public school come home with values conflicting with those they get at home. This creates a rift between parent and child. It can be a serious problem. Some kids leave home. Some kids get on drugs.

Some kids even go so far as to go to the big city and become prostitutes. We read in our newspapers story after story about this happening.

Where do these kids go wrong? Parents often knock themselves, saying, "Where did we go wrong?" The thing they did wrong was to send their kids to a public school.

The Review: You've been touring the country, talking about your latest book. What's the public response?

Blumenfeld: Fantastic! — It's almost unbelievable the acceptance I'm finding particularly among Christians and conservatives. They feel I have finally explained to them why the system is the way it is today and why all these attempts at reform have failed.

They more or less now agree with me. The experiment is over.

I consider public education like a brain dead body with all kinds of life-support fluids going to it — just money. But the brain is dead.

I have found equally fervent response in all the areas I've visited.

The Review: Do you think psychology has a place in education?

Blumenfeld: I don't think it has a place in education. Psychology is used to solve the spiritual problems of non-believers. If a non-believer has a problem, he doesn't go to a minister. He doesn't read the Bible. He goes to a psychologist.

You'll find most mental problems are of a spiritual origin. I have found through my own experience that most emotional and mental problems have a spiritual component that is never addressed by modern psychology.

The behavior psychology in public schools is being used to manipulate children.

We've only had psychology in education since around 1900. Before that, there was no psychology and the people were better educated.

People read better. Their literacy was higher. They had better minds. They could think out things. Obviously, psychology has not benefited education. As a matter of fact, I think it has been part of its downfall.

The Review: Could you give a brief explanation of the difference between the "look-say" and "phonics" methods of teaching reading?

Blumenfeld: Look-say is a way of teaching someone English as if the words were written in Egyptian hieroglyphics, while phonics

is teaching a person to read English the way it should be.

Written English is an alphabetic writing system. What take the spoken language and transcribe it into written form by using symbols that stand for the sounds of the language.

So if you read the word "five," the letters stands for the spoken word, with the "f" representing the "fff" sound, the long "i" representing the "eye" sound, the "v" representing the "vee" sound. But if you look at the numeral five, it can be read in any language; it stands for the idea. A Spaniard will say "cinco" or use the numeral "5."

Our children are being taught to look at our words as if they are little pictures — not the transcriptions of sounds but little pictures standing for ideas.

A child is taught to look at "d-o-g" and he's supposed to visualize a little dog with the 'g' as a tail. So that when he sees a d-o-g he might say puppy, because it's supposed to remind him of a dog. If he sees the word "horse," he might say "pony."

The Review: You talk about an increase in dyslexia because of this method. Isn't that a physical disorder?

Blumenfeld: There are some people who are born with a difficulty. That has been called "dyslexia." It's a very rare condition. The only way it can be cured is through intensive phonics.

Look-say creates symptoms that resemble dyslexia, so a lot of look-say readers are being designated as dyslexic or "reading-disabled" because they show symptoms which have been artificially induced by the look-say method.

More people are going to school, but more people are coming out of school functionally illiterate. In the old days an illiterate was a person who didn't go to school. Today a functional illiterate is someone who has had 12 years of schooling and still reads at a third- or a fourth-grade level. One is the result of no schooling and the other is the result of schooling.

This is education malpractice on an horrendous scale.

The Review: Why do the schools resist more effective, proven teaching methods?

Blumenfeld: There is no mystery as to how to teach a person how to read.

They want to keep the literacy level of the American people low.

The Review: Do you really think it's intentional?

Blumenfeld: Of course it's intentional. I prove it in my book. John Dewey said that high literacy was an obstacle to socialism.

(Dewey was a secular humanist educator/psychologist/philosopher who helped transform the NEA beginning around 1915.)

The Review: You say the NEA is everything the communists believe a labor union in America should be. Would you take that a little further?

Blumenfeld: NEA is pushing this class struggle which is now the number one strategy of the communists. You're seeing it in every country in Western Europe; your seeing massive strikes. They're trying to stoke the fires of the class struggle. The edict was handed down by the Kremlin and the Politburo a couple of years ago.

Andropov said, "We must emphasize the class struggle." Coincidentally, the NEA is getting involved in the class struggle. Its members used to think of themselves as professionals who were disassociated from the class struggle. Now the teachers are part of it.

The NEA enjoys very cordial relations with the Soviet Union and Soviet teachers. They are in favor of the Marxist revolutionaries in Central America. They hate capitalism. They love socialism. They are dyed-in-the-wool atheists who fight tooth and nail against prayer in school and against creationism. That's everything the communists would like them to be.

The Review: What can a local citizens do?

Blumenfeld: If you have children in public

schools, get them out. There's no sense putting your child at risk. If you're just a taxpayer, then do whatever you can to cut off the funding of all of this. It's brain dead and being supported by these tubes.

It's not doing the American people a bit of good. It isn't educating. It's costing us a tremendous amount of money.

My book was written to help citizens become aware of the situation. It advises them to withdraw their moral and financial support from that institution — that is, from the NEA and from public schools.

That is going to meet up with a lot of cries, "What do you mean? We must have schools!"

We must have schools, but if they were private schools, they would not cost the taxpayer anything and the children would be much better educated. It would solve the religion problem.

We could have religious schools for religious children, and atheist schools for atheist children.

Why shouldn't atheists pay for their education the way Christians pay for theirs? Why should atheists get free education in this country but Christians have to pay for theirs?

That doesn't make sense. Why should atheists be a privileged class and be the only group eligible for public funding in the United States?

The Review: You talk about nuclear war — that the NEA strongly supports educating children about nuclear war.

Blumenfeld: About the nuclear freeze. They want to scare American kids to death. Make them feel that a nuclear war is inevitable unless we disarm. They totally reject President Reagan's stand of peace through strength. They're pushing the Soviet line very, very openly.

They would freeze us in a position of inferiority. They are not for unilateral disarmament but they think that would lead to disarmament. Of course, in any disarmament scheme, I doubt the Soviets would disarm.

The Review: We have a status report on elementary and secondary education in Oregon from the Oregon State Department of Education which says, "In recognition of the influences of the total environment on the education of an individual, the state also shares responsibility with the home, church and other community institutions for the physical, emotional, cultural, ethical and moral development of citizens. Do you have a reaction?"

Blumenfeld: The state is intruding in matters where it has no business. The state has assumed these responsibilities because it believes it's now supreme. It is no longer a servant of the people but it is now becoming the people's master. I think it is out of line.

They're going much beyond their area of responsibility and they will go as far as they can. When they begin to talk about the emotional life of the people that's really a dead giveaway of what they're interested in.

I'd be a little unhappy if I saw that in Massachusetts, but I'm sure the Massachusetts State Department of Education is probably as bad as Oregon's.

(Blumenfeld lives in Boston, Mass. where he chairs two education-reform organizations and is a director of Heights Academy in South Boston.)

The NEA is a reflection of monopolizing going on with many large organizations in America.

Most of the new companies are small. They're the ones providing the new jobs. It isn't the bigger companies providing the innovations.

The NEA is going in the opposite direction. It wants to monopolize power. In our society today, the trend is basically toward decentralization. The NEA is so highly centralized and it wants to destroy this individual freedom so we have a real battle on our hands.

I hope I can reach the people. I hope my book reaches them. The purpose of the book is to make people aware of the problem.



# 'NEA: Trojan Horse in American Education'

By ALLAN C. BROWNFIELD

By now, the fact that American public education is a disaster area is widely recognized. Once, only a small number of well-informed critics were

"NEA: Trojan Horse in American Education"

By Samuel L. Blumenfeld  
Research Publications  
Box 39850  
Phoenix, Ariz. 85069

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voices in the wilderness attempting to make Americans aware of the declining standards and virtual chaos which had come to characterize public education. Part of the message has taken hold. When *Time*, *Newsweek*, *U.S. News & World Report*, NBC, CBS and ABC begin to report about the story there can be little doubt that things have deteriorated dramatically.

Unfortunately, most of the discussion of our declining public schools fails to properly identify the reason for the decline. Instead, we are told—as we were recently on a three-hour ABC-TV documentary—that the answer to our problem is more money. Such a statement overlooks the key fact that we now spend more money on the education of children than any country in the world.

In 1970, federal aid to students amounted to \$3.4 billion (in 1983 dollars), serving two million students. In 1983 the comparable numbers were \$11.4 billion going to 7.9 million students—a vast increase. Yet, while we spend more money, education continues its downhill slide.

The U.S. spent 6.8 per cent of its GNP on education in 1980-81 (or \$200 billion), up from 3.4 per cent in 1949-50 and more than any other nation in the world. Yet, in an academic competency test comparing average American sixth-graders with their counterparts in seven other Western industrialized countries, American children ranked last in mathematics and not much better in science and geography. The poor U.S. showing was described as "alarming" by Glenn Seaborg, the Nobel Prize-winning scientist who helped direct the science portion of the test.

In April 1983, the National Commission on Excellence in Education issued its historic report, "A Nation At Risk." The report declared: "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 it to happen to ourselves."

In this important new book, Samuel L. Blumenfeld, an expert on American education who has taught in both

public and private schools and has written extensively on the subject, shows us that our deteriorating public schools did not just "happen."

A dedicated and ambitious group of men and women—the National Education Association (NEA)—has consciously caused our present dilemma, Blumenfeld charges, and have an agenda for our future as well.

For many years, the NEA has been implementing its "progressive" philosophy of what schools should do. Blumenfeld shows that this progressive

*"What does the NEA hope to achieve by the political power it seeks? One answer, of course, is more money for teachers and for schools. While the NEA resists all accountability for teaching anything—and mounts vigorous campaigns against merit pay or the testing of teachers—it argues that more money is the answer to all of our educational problems. Yet, as Samuel Blumenfeld shows, the NEA wants more than money. It wants complete control over all American education—private as well as public."*

approach can be found in the report of the NEA's Commission on the Reorganization of Secondary Education in 1918. The reforms recommended by the Commission were called "Cardinal Principles of Secondary Education" and they reflected the influence of John Dewey's new educational agenda as well as the new psychology which was being introduced at American universities.

Blumenfeld writes, "The shift in emphasis from intellectual development to social development was revolutionary. Dewey strongly opposed the traditional system which encouraged the development of the independent mind ready to compete in capitalist society. 'The mere absorbing of facts and truths,' he wrote in *School and Society*, 'is so exclusively individual an affair that it tends very naturally to turn into selfishness.' And to Dewey selfishness was synonymous with capitalism. If education was to lead the next generation to socialism, it would have to be much less intellectual and much more social."

The NEA—some 70 years ago—embraced a philosophy which clearly downgraded reading, writing, arithmetic, history and science. In his book, *My Pedagogic Creed*, John Dewey wrote:

"I believe that the social life of the child is the basis of concentration, or correlation, in all his training or growth. . . . I believe, therefore, that the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's social activities. I believe, therefore, in the so-called expressive or constructive activities as the center of correlation. I believe that this gives the standard for the place of cooking, sewing, manual training, etc., in the school."

The NEA 1918 report's "Cardinal Principles" for secondary education

hardly mentioned academic achievement. Instead, they were: (1) Health, (2) Command of Fundamental Processes, (3) Worthy Home-Membership, (4) Vocation, (5) Citizenship, (6) Worthy Use of Leisure Time, and (7) Ethical Character.

The author argues, "The rejection of strenuous mental training (cognitive skills) in favor of social and motor skills (the affective domain) would eventually undermine the entire education system, despite the valiant resistance of many excellent teachers who held back the revolution for 20 years or

Teachers Association, told the 1934 session of the NEA's Department of Superintendence that "many drastic changes must be made. A dying 'laissez-faire' must be completely destroyed and all of us, including the 'owners,' must be subjected to a large degree of social control. A large section of our discussion group maintains that the credit agencies, the basic industries and utilities cannot be centrally planned and operated under private ownership." Givens recommended "taking these over and operating them at full capacity as a unified national system. . . ."

At this time, Marxist radicalism was at its height at Columbia's Teachers College. George S. Counts, the leftist professor who had toured the Soviet Union several times and written glowing accounts of its social "experiments," published *Dare the School Build a New Social Order?* in 1932. He urged that "the teachers should deliberately reach for power and then make the most of their conquest."

Why are so many American children unable to read? Samuel Blumenfeld shows us that illiteracy became widespread in the U.S. when, as a result of the NEA's crusade against the phonics method of teaching reading, the "look-say" method was adopted. It is Blumenfeld's view that the NEA and its supporters had their own ulterior motives for fostering a decline in literacy. It was John Dewey who first formulated the notion that high literacy is an obstacle to socialism.

The authors of *The Dewey School*, in recounting the history of his Laboratory School, wrote in 1936: "Too much emphasis cannot be laid upon the fact that undue premium is put upon the ability to learn to read at a certain chronological age. . . . The entertainment plus information motive for reading conduces much to the habit of solitary self-entertainment which ends too often in day-dreaming instead of guided creative activities, controlled by objective success or failure."

John Dewey wrote in 1896 that "It is one of the great mistakes of education to make reading and writing constitute the bulk of the school work for the first two years. The true way is to teach them incidentally as the outgrowth of the social activities at this time. Thus language is not primarily the expression of thought, but the means of social communication. . . . It is not claimed that by the method suggested, the child will learn to read as much, nor perhaps as readily in a given period as by the usual method. . . ."

To Dewey and his followers in the NEA, Blumenfeld notes, "the greatest enemy of socialism was the private consciousness that seeks knowledge in order to exercise its own individual judgment and authority. High literacy gave the individual the means to seek knowledge independently. To Dewey it created and sustained the individual system which was detrimental to the

(Continued on page 22)



BLUMENFELD

superintendents and principals."

For the NEA, the purpose of government, as set forth in the "principles," was the development not of individuals but of a "socially oriented personality."

The NEA, the teachers' colleges, and others in the nation's educational establishment, Blumenfeld shows, embraced socialism as the wave of the future, and sought to use the public schools to prepare American children to fit into such a society.

Willard E. Givens, who was then president of the California State



social spirit needed to build a Socialist society. . . . What better way to undermine this independent individualism than by denying it the necessary tool for its development: high literacy."

The evidence is persuasive that, as Blumenfeld concludes, "the 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 taking place or given a choice."

"They were never asked if they wanted their children to be taught in a manner that would turn them into functional illiterates. They were never asked if they wanted their children's education to be tailored for 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."

The "look-say" method of teaching reading, the author points out, "contradicted all of human history in which it had been proven . . . that language, not image, is the chief instrument of both learning and instruction. Only the deaf rely on image more than language, and even they must master language to achieve any high degree of learning."

The functional illiteracy produced by the methods of teaching the NEA has supported has proven, Blumenfeld points out, "to be the greatest financial boon in the history of public education. It has provided such multi-million and billion-dollar programs as Title One, the National Right to Read Effort, the Office of Basic Skills, Head Start, Follow Through, Special Education and an unending flow of federal grants into 'research' on reading — as if the teaching of reading were a mysterious unknown process recently discovered by professors of education. When will it all end? If the NEA has its way — never."

Now, the NEA has become a labor union and a powerful political force. Its president, Mary Futrell, openly declares that "Instruction and professional development have been on the back burner to us, compared with political action."

From its 1.6 million members — including 71 per cent of America's public school teachers — it collects an average of \$261 each in dues, giving it and its affiliates an estimated \$375-million war chest annually. The NEA's political action committee poured more than \$2.4 million into 1984 campaigns of "friends of education," such as Walter Mondale. This is eight times the \$300,000 it spent four years ago.

What does the NEA hope to achieve by the political power it seeks? One answer, of course, is more money for teachers and for schools. While the NEA resists all accountability for teaching anything — and mounts vigorous campaigns against merit pay or the testing of teachers — it argues that more money is the answer to all of our educational problems. Yet, as Samuel Blumenfeld shows, the NEA wants more than money. It wants complete control over all American education — private as well as public.



Author Blumenfeld notes that the NEA is involved in pushing state laws outlawing private and Christian fundamentalist schools. The Rev. Everett Silven's church-related school in Nebraska fought a protracted battle with the state's governor and education establishment before he was forced to close the church's school. Above, the Rev. Silven (left) was photographed on his release from the Cass County jail after spending 13 days there in early 1982.

"It is the goal of the NEA," he writes, "to control all teacher certification in the United States and, through the agency shop, control the hiring and firing of teachers. The agency shop will provide NEA with its own compulsory income tax of the entire teaching profession, and it will bar from the classroom anyone who does not agree with its philosophy. . . ."

"The private school and home education represent the only escape routes for those parents who do not wish to submit their children to secular humanist indoctrination. But the NEA is doing all in its power to shut off these escape routes by proposing state laws severely regulating private schools and outlawing home education."

"Some of these regulations are in direct conflict with the 1st Amendment guarantee of the free exercise of religion, and some of them have actually forced the closing of church schools and the imprisonment of pastors, teachers and parents. They have precipitated a war for religious freedom between fundamentalist Christians and state education officers."

The strategies being used by the NEA to achieve monopoly control of American education include the following:

- The professional strategy (teacher certification and teachers college accreditation);
- The labor union strategy (exclusive representative, agency shop and a federal collective bargaining law);
- Content of education (the secular humanist curriculum, look-say method of reading, etc.);
- Elective politics (NEA-PAC, state affiliate PACs, political party involvement, endorsement of candidates);
- Government agencies (U.S. Department of Education, National Institute of Education, state departments of education);

control the licensing? Why, the NEA, of course."

For the NEA, says Blumenfeld, today's deteriorated public schools are not a failure, but a success: "What we have today is what the progressives have wanted. They have not failed. They have succeeded in their efforts to rid American schools of independent intelligence."

"They said exactly what they wanted in their books, articles, speeches, and at conferences and seminars. They prepared the new textbooks and curricula. They designed the new schools. They trained the new teachers. And as comedian Flip Wilson's 'Geraldine' used to say, 'What you see is what you get!'"

Blumenfeld believes that there is only one way out for the American people. He urges "A massive exodus from the public schools into private ones where the freedom still exists to create a curriculum with a strong academic foundation. The public educators know this and that is why the NEA is pressing for the regulation of private schools. . . . At a time when the courts are breaking up such monopolies as the former Bell System, the NEA is busily creating one that will make its private counterpart seem like a model of decentralization."

The NEA is a private union that wants the power of a government to crush its competition. It wants to own American education as its exclusive fief. Why is it immune from the anti-trust laws? . . ."

For those who read this well-documented and disturbing book, the causes of our educational decline will no longer be a mystery. Blumenfeld has issued a warning. If we fail to heed it and take action, we should no longer lament the sad state of our schools. It is within our power to return control of American education to the American people and eliminate the monopoly power of the NEA. If we fail to do so we will have only ourselves to blame.



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BOOK REVIEW / Allan Brownfeld

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Part of the message has taken hold. When *Time* magazine, *Newsweek*, *U.S. News and World Report*, *NBC*, *CBS*, and *ABC* TV begin to report on the story, there can be little doubt that things have deteriorated dramatically.

Unfortunately, most of the discussion of our declining public schools fails to properly identify the reasons for the decline. Instead, we are told — as we were recently on a three-hour *ABC* TV documentary — that the answer to our problems is more money. Such a statement overlooks the key fact that we now spend more on the education of children than any other country in the world.

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In April 1983, the National Commission on Excellence in Education issued its historic report, *A Nation*

*Allan Brownfeld is a nationally syndicated columnist.*

# Taking on the teachers

## Who is to blame for the shortcomings of our schools?

NEA: Trojan Horse  
in American Education  
By Samuel L. Blumenfeld  
Paradigm, \$7.95, 284 pages

at Risk. The report declared: "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."

In his book, *NEA: Trojan Horse in American Education*, Samuel L. Blumenfeld, an authority on American education who has taught in both public and private schools and who has written extensively on the subject, persuasively argues that our deteriorating public schools did not just "happen." A dedicated and ambitious group of men and women — The National Education Association — has consciously caused our present dilemma, he charges, and have an agenda for our future as well.

For many years, the NEA has been implementing its "progressive" philosophy of what schools should do. Mr. Blumenfeld shows that this approach can be found in the report of the NEA's Commission on the Reorganization of Secondary Education in 1918. The reforms recommended by the commission reflected the influence of John Dewey's new educational agenda as well as the new psychology which then was being introduced at American universities.

Mr. Blumenfeld writes, "the shift in emphasis from intellectual development to social development was revolutionary. Dewey strongly opposed the traditional system which encouraged the development of the independent mind ready to compete in capitalist society. 'The mere absorbing of facts and truths,' he wrote in *School and Society*, 'is so

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exclusively individual an affair that it tends very naturally to turn into selfishness.' And to Dewey selfishness was synonymous with capitalism. If education was to lead the next generation to socialism, it would have to be much less intellectual and much more social."

The NEA — some 70 years ago — embraced a philosophy which clearly downgraded reading, writing, arithmetic, history, and science. In his book, *My Pedagogic Creed*, Mr. Dewey wrote: "I believe... that the true center of correlation on the school subjects is not science, nor literature, nor history, nor geogra-

phy, but the child's social activities." The NEA, the teachers' colleges, and others in the nation's educational establishment, Mr. Blumenfeld shows, embraced socialism as the wave of the future, and sought to use the public schools to prepare American children to fit into such a society.

At this time, Marxist radicalism was at its height at Columbia University's Teachers College. George S. Counts, the leftist professor who had toured the Soviet Union several times and written glowing accounts of its social "experiments," published *Dare the Schools Build a New Order* in 1932. He urged, "that the teachers should deliberately reach for power and then make the most of their conquest."

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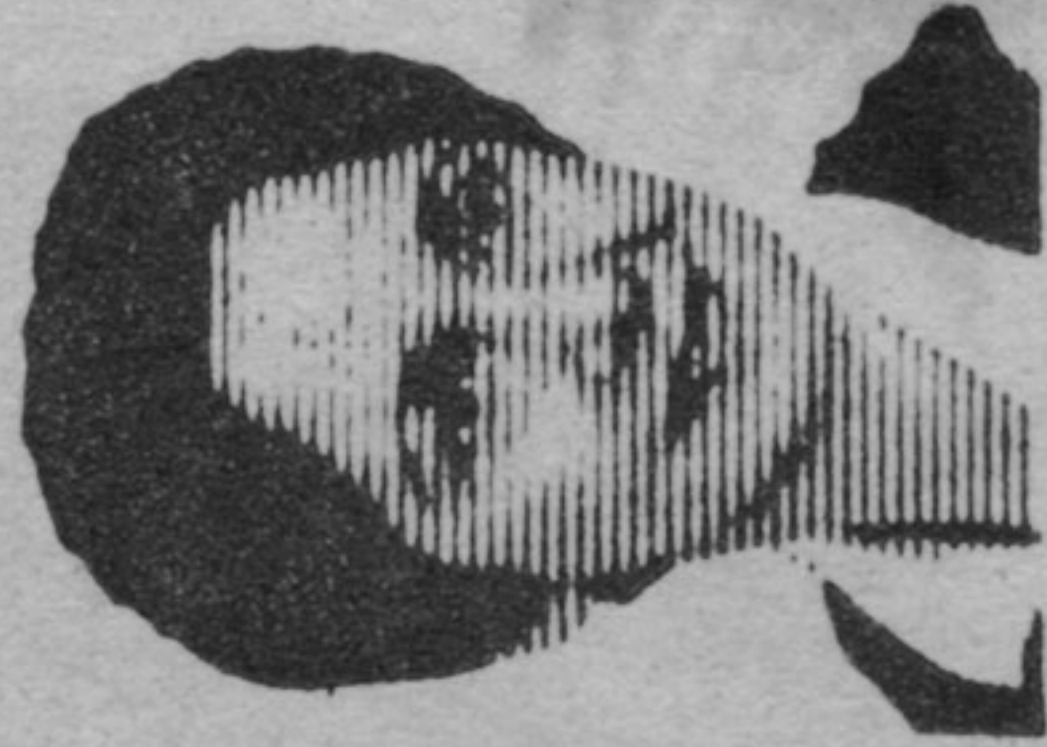
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Now the NEA has become a labor union and a powerful political force. Its president, Mary Furell, openly declares that, "instruction and professional development have been on the back burner to us, compared with political action." The NEA's political action committee poured more than \$2.4 million into the 1984 campaigns of "friends of education," such as Walter Mondale. That is eight times the \$300,000 it spent in 1980.

What does the NEA hope to achieve? One answer, of course, is more money for the teachers and the schools. Yet, Mr. Blumenfeld shows, the NEA wants more than money. It wants complete control over all American education — private as well as public.

"It is the goal of the NEA to control all teacher certification in the United States and, through the agency shop, control the hiring and firing of teachers... The private school and home education represent the only escape routes for those parents who do not wish to submit their children to secular humanist indoctrination. But the NEA is doing all in its power to shut off these escape routes by proposing state schools and outlawing home education... If the NEA has its way it will make it illegal for virtually anyone to teach anything in America without a license... And who will control the licensing? Why, the NEA, of course." If Mr. Blumenfeld is overstating his case, the documentation and evidence he provides is so overwhelming that the NEA will have to meet the burden of proof in any rebuttal.





Marcia Stelaff

Editorial Writer

## Author says teacher union put 'nation at risk'

\$77.5 million the NEA spent in 1982, only \$2.4 million, or a mere 3.1 percent, was spent on 'Instruction and Professional Development.' The rest went for organizing and training members for political action, bargaining and job action (strike) situations," operating PACS and other activities to further the organization's political goals.

The author backs up his conclusions with an impressive amount of original research linking the NEA to progressive education, look-say reading, diminished citizen control of schools and the invasion of education by behavioral psychologists.

Blumenfeld argues that the American educational establishment — an interlocking system of teacher colleges, teacher unions, textbook writers and government bureaucrats — is less interested in educating children than in changing society.

The author quotes from a 1970 NEA article describing teachers as "change-agents ... The change-agent teacher ... is part of an association of colleagues in his local school system, in his state, and across the country that makes up an interlocking system of change-agent

organizations. This kind of system is necessary because changing our society through the evolutionary educational processes requires simultaneous action on three power levels."

Even researchers who do not share Blumenfeld's conservative political views have come to similar conclusions. Richard Mitchell, professor of English at Glassboro State College and editor and publisher of *The Underground Grammarian*, recalls a 1918 NEA document entitled "Cardinal Principles of Secondary Education" which urges "the assignment of projects and problems to groups of pupils for collective solution and the socialized recitation whereby the class as a whole develops a sense of collective responsibility. Both of these devices give training in collective thinking."

In his book, "The Graves of Academe," Mitchell observes that the devisors of Cardinal Principles "set out not to teach certain skills and knowledge to hosts of children but to change the nature of American society."

As recently as 1971 the NEA was still insisting there was nothing wrong with public education. The

These materials should show the effects of nuclear weaponry and demonstrate strategies for disarmament and appropriate methods to be used to influence national policy to achieve peace."

In a recently released NEA "Open Letter to America" the same old ideas are trotted out, albeit with a little modern window dressing. "Our schools need to help them (children) develop a heightened sense of global citizenship ... schools must be totally restructured ... to meet the needs of our students and our rapidly changing society..."

Blumenfeld traces the NEA's early infatuation with socialism and its flirtation with Marxism during the 1930s to demonstrate the union's long history of espousing left-wing causes.

For readers not familiar with the NEA, "NEA Trojan Horse in American Education," is strong medicine. Blumenfeld might have been wiser to let the research speak for itself and permit the reader to draw his own conclusions.

The quotes from NEA publications are sufficiently informative to require no further elaboration.

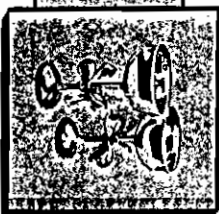
problem, according to its "Call to Action," was that school excellence was too narrowly defined: "We have overemphasized the intellectual development of students at the expense of other capacities." The NEA proposed less intellectual development and more attention to "other categories of human potential — emotional, social, aesthetic, spiritual and physical — which suggest other directions for curricular reform."

Always an advocate of utopian schemes, in 1942 the NEA was outspoken in its support of world government: "To keep the peace and insure justice and opportunity we need certain world agencies of administration such as: A police force; a board of education; a board of health; a bureau of statistics; a planning board; a labor office; a postal system; agencies to control copyrights and patents; a radio-television commission; a board to deal with economic matters..."

By 1983, NEA emphasis had shifted to using the classroom to promote a nuclear freeze: "The Association urges its affiliates to work with other organizations to develop appropriate materials ...



ers react to ban on free drinks — 3A



# The Electric

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## Teachers lash out at 'attack'

By Dave Varga  
staff writer

"Right wing alarmists," who attack public education and teachers, tend to oversimplify problems in schools, according to the Oakland County representative for the Michigan Education Association.

Sammy Ruetenik, who made her comments prior to the second in a series of local educational forums where public education has come under heavy attacks, said such critics rely heavily

on propaganda. Ruetenik is also president of The Bloomfield Hills Education Association. The National Forum for Educational Awareness, a recently organized group with a Franklin mailing address, held its second program Saturday in Troy. It was entitled the "Literate-Crime Connection."

Among the speakers was Samuel Blumenthal, author of "How Our Schools Contribute to Illiteracy and Crime" and "NEA, Trojan Horse in American Education." At the first forum in November, Blumenthal accused the National Education Association of promoting worldwide socialism through its programs and working for political power to gain control of the country's youth. He also called for the end of the public school system in favor of private, Christian and home teaching.

"IF WE LOOK at extremists like Blumenthal and others like those who organize these forums," Ruetenik said, "we begin to see a pattern. They oversimplify problems and solutions and

display little regard in the need to understand complex issues.

"They blame creeping socialism and communism for our difficulties and call for a crusade against them. They see a plot behind most events. And they place blame for problems on a targeted group."

Targeted, she said, are teachers and the National Education Association (NEA).

"These forums make use of the propaganda technique — 'the Big Lie,' Ruetenik charged. 'If something is re-

peated often enough, no matter how untrue or outrageous, people will accept it as truth."

According to the brochure announcing the second forum, 27 million Americans over 17 can't read and write well enough to qualify for jobs and most of the 600,000 people in prisons across the country are illiterate.

Ruetenik said local teachers' qualifications are evident in the Michigan Educational Assessment Program tests

Please turn to Page 8



# Teachers accuse critics of 'big lie'

Continued from Page 1

scores on reading, which are in the middle 80s to upper 90s in Oakland County.

Barbara Cueter of Birmingham was moderator for the second forum. The purpose of the forum is to "let parents know there are things in our schools that need to be discussed." The group cannot be labeled right wing or extremists, she contends.

"WE HAVE all had some bad experience in education," Cueter said. "If there is any single motivating factor, it would be, hey, what's going on in our schools."

Valerie Strath, president of the Bloomfield Republican Women's Club which sponsored the first forum, said she is not heavily involved in the educational awareness forum group. Nevertheless, Strath was scheduled to introduce Blumenthal before his speech Saturday.

Cueter and Strath both said members of the forum do not necessarily agree or disagree with everything the speakers say.

"Whether it takes an alarmist to say it, there needs to be a stimulus because there really is a problem," Strath said.

"You always hear the school's side, but you don't

hear what an expert who disagrees has to say. I've never heard these facts because they're downplayed, especially in this area."

The basic facts, according to Cueter, are that the methods used by teachers just do not work.

CUETER HAS a personal experience that has led to her vigilance over education. Her son, Robert, is supposed to graduate this year. However, tests have determined he is reading between the sixth and eighth grade level and doing math at the fourth grade level.

Robert has been in the Learning Resource Center program in Birmingham Public Schools since 1978 when he entered the program as a sixth grader. Cueter blames the schools for not teaching him to read.

"I believe they are out of compliance with state law," she said. Her son was not given a specifically designed program of learning to deal with his strengths and weaknesses, she said.

Superintendent Roger Garvelink, who refused to comment on the forum or the views some speakers

espouse, said the special program for students with learning problems has never been found not in compliance.

"We feel we are very much in compliance," Garvelink said. "There is a very well-defined process of appeal (Cueter) can pursue if she disagrees."

CUETER BLAMED introduction of the "look-say" method of teaching reading for problems encountered by her son and others who had problems learning to read. This method involves memorizing and recognizing the look of a word rather than phonetically verbalizing it. It was typified by the "Dick and Jane" readers used at the time.

Ruetenik said the fact that problems encountered by some students with this method led to its decline by the 1940s puts a "basic kernel of truth" in what those who attack education are saying.

"In the 1930s they did try the look-say method and my guess is it lasted 10 years," Ruetenik said. "Teachers don't use one method today and definitely phonics is taught. Some (look-say teaching) is done now with color words and numbers."

**Be A Professional  
MEDICAL ASSISTANT**



April 11, 1985

## Writer: Public schools failures

By JIM SPARKS

Staff writer

Sam Blumenfeld calls it "a declaration of war."

The Boston writer told an audience of 50 at Sunrise Church of Christ in Spokane that public schools have been an experiment in failure, leading to illiteracy and fear.

"I believe the only solution for God-loving, God-fearing parents is to take their child from the public school and put them in private schools, religious schools, or home-school them," Blumenfeld said Tuesday night.

Home schooling in Washington received a boost Wednesday when the Legislature approved a bill allowing parents who teach their children at home to be exempt from the state's truancy law.

But Blumenfeld criticized the bill, which requires a state-certified teacher to evaluate the children's progress one hour a week.

"It's better to have no bill than to have this bill," he said, "because this bill will put them (state authorities) right into your home."

In Idaho this year, a bill to loosen the requirements on home schooling passed the House but died in a Senate committee. The bill was proposed largely out of sympathy for the Shippy families, three New Plymouth brothers and their wives who were jailed for three weeks in November when they refused to send their children to public schools or an approved private school.

The state did not approve the Shippys' home-schooling program. When the Shippys refused to meet the state requirements, six of the children were carried out of the home in January and placed

with foster parents.

"The Shippys took the risk," Blumenfeld said. "We will not regain our freedom until someone stands up."

He contends reading problems among students are part of a "diabolical" plot to "dumb down the masses" and create a more pliant, socialist society.

He also said parents "take an enormous risk" when they put their children in public schools.

"There is an invisible sign on the door of every public school in America which tells Jesus Christ to keep out," Blumenfeld said.

The main culprit, he argues, is the National Education Association, which he calls atheist and communist in his book, "N.E.A.: Trojan Horse in American Education."

"We're concerned that this type of propaganda may be spreading," Leona Dater, a representative of the Eastern Washington UniServ Council, an NEA affiliate, said Wednesday.

Dater characterized Blumenfeld's conspiracy claims as "the big lie approach."

"They almost give the impression that their political goals are God's agenda," she said.

About 1.7 million of the nation's 2.4 million educators are in the NEA.

"It is ridiculous to presume that we are trying to take over the country in some insidious way," Dater said.

The call for parents to remove their children from public schools is not a solution, she said, because it does not take into account the many families who can't afford to educate their children in private schools, or where one of the parents is not home during the day for home schooling.



# Author Blumenfeld Advocates Abandonment Of Public Schools

By J. TODD FOSTER  
News-Free Press Staff Writer

Public schools should be totally abandoned because of a lack of spiritual content and lack of emphasis on basic academic skills in their curric-

ulum, a renowned author said while in Chattanooga today.

Scheduled to speak here tonight under sponsorship of the Larry McDonald Crusade To Stop Financing Communism, Samuel L. Blumen-

feld of Boston, Mass., said in a morning interview that public schools pose risks in three areas to their students:

- Academically — One-third of all public school students graduate as functional illiterates.

- Spiritual — Students' religious faith is undermined by humanism taught in public schools.

- Moral — Public school students come into more contact with drug users ("Public schools are a breeding ground for drug traffic"), sexually precocious youth and the "wrong element."

Mr. Blumenfeld said Christian private schools and home schools are burgeoning because of a "humanistic approach to education and downgrading of basic academic skills" in public schools.

He defended home schooling but called state-imposed educational requirements for parent teachers "ridiculous."

"There are some teachers in public schools with all the credentials in the world who still can't teach. Home schooling falls outside the parameters of state control and should not be under any control," he said, calling teachers of home schools the "most conscientious teachers anywhere in the U.S."

During his speech tonight at Jaycees Tower I at 8 p.m., Mr. Blumenfeld also will discuss his latest book, *N.E.A.: Trojan Horse In American Education*, the "first critical study" of the National Education Association in which he ridicules it for advocating teacher involvement in politics, causing teachers "to become partisans in a very volatile arena and, as a result, lose the respect that

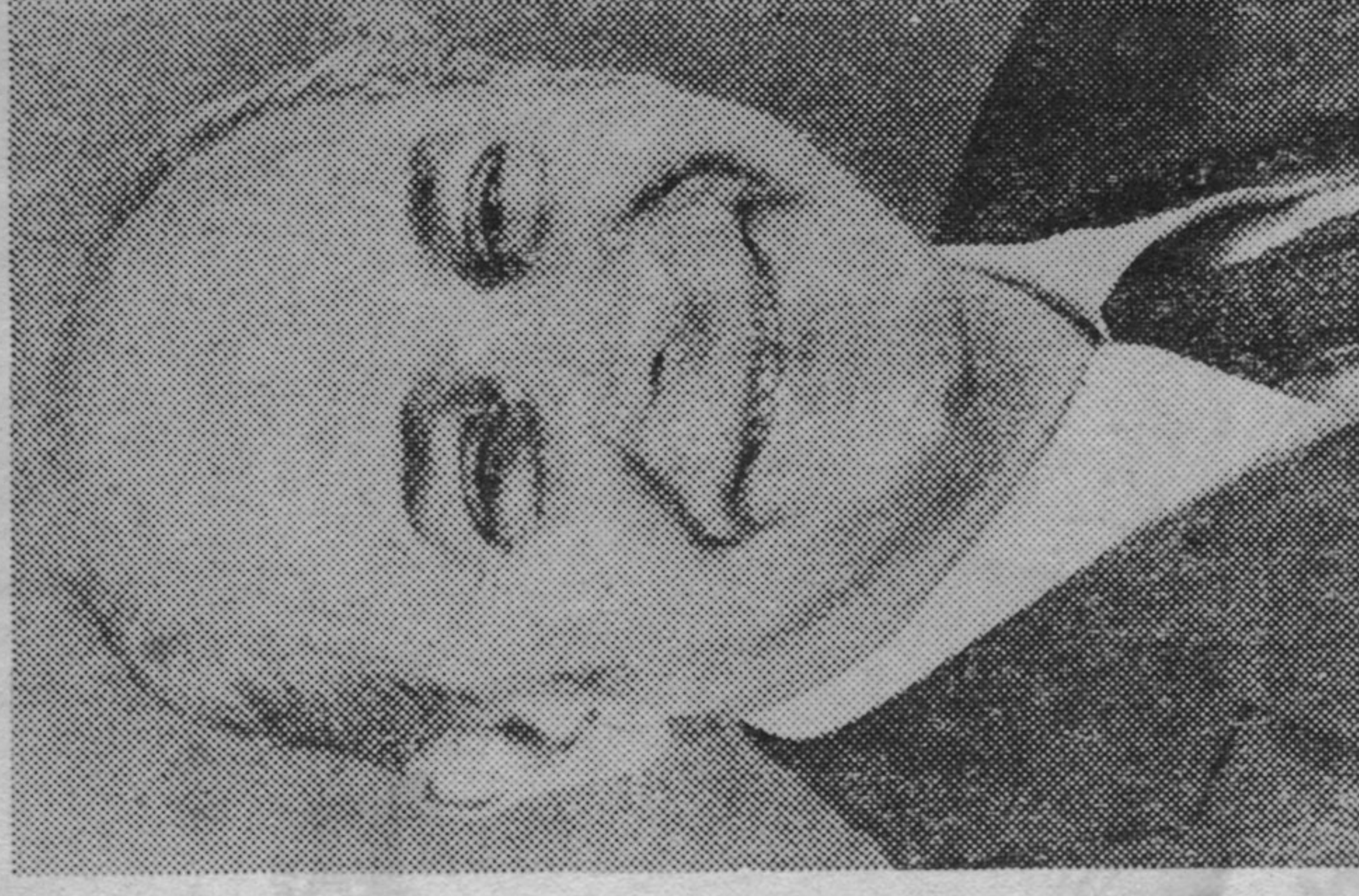
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Mr. Blumenfeld, the author of six books on education, said the NEA has allied itself with the radical left on such issues as nuclear freeze and Marxist revolution in Central America and has authored a manual that chastises the "New Right." The NEA manual, "Combating The New Right," he said, includes an "enemies list" of conservative religious and economic organizations.

Citing the claim by NEA Executive Secretary Sam Lambert that the NEA would become a "political power second to no other special interest group," Mr. Blumenfeld accuses the national organization of being "a private union that wants the power of government to crush its private competition. It wants to own American education as its exclusive fief ... Its goals are political and social, not academic," he said.

Born and educated in New York City, Mr. Blumenfeld graduated from the City College of New York in 1950, studied in France for two years and later worked for 10 years as an editor in the New York book publishing industry.

He began writing full time in 1970, and his works include *How To Start Your Own Private School — And Why You Need One* (1972); *The New Illiterates* (1973); *Is Public Education Necessary?* (1981), called a "brilliant revisionist history" by *For-*



SAMUEL BLUMENFELD

*tune* magazine; *Alpha-Phonics: A Primer For Beginning Readers* (1983), and his latest book, on the NEA.

A nationally known speaker, Mr. Blumenfeld has taught in both public and private schools, including a private school for children with learning and behavioral problems, and has participated in several educational conferences.

Admission to his speech tonight is free and open to the public.



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# Author says education is 'dumbing down' the U.S. for socialism

By Mark Kennedy  
Times staff writer

Dick and Jane readers are part of a plot to "dumb down" the United States and make it ripe for socialism, a visiting writer said Thursday.

Partly because of the National Education Association, public schools are turning out a million illiterates a year, insists Samuel Blumenfeld, author and social critic.

"My solution is to get kids out of the public schools," Blumenfeld said in an interview Thursday. "I feel our experiment with public education is over."

Blumenfeld's new book, *N.E.A.: Trojan Horse in American Education*, said the 1.7 million member union wants struggling readers to justify expensive government catch-up programs.

Moreover, the author said the NEA has attempted to set up an educational "dictatorship," controlling every facet of public schooling in the nation. Quality instruction is low on the NEA agenda, he said.

Blumenfeld has written five books on education, and his work has appeared in such publications as *Esquire*, *American Opinion*, *Reason*, and *Inquiry*.

Blumenfeld said, "The mess, the utter deterioration of schools we see today, has been deliberately caused."

Meanwhile, NEA officials in Washington say Blumenfeld's charges are untrue, but he remains an annoyance to the giant union.

Said an NEA spokesman, "He attracts crowds in the same way a car wreck draws crowds."

"People who have taken the trouble to study NEA won't be fooled," said Dorothy Massey, an NEA staff member in Washington, D.C.. "But to those who don't know anything about the NEA he can be persuasive, and therefore damaging to us."

The NEA has championed "far left" political causes like "gun control, abortion, and sex education," Blumenfeld said, tarnishing the image of teachers as neutral public servants.

"Teachers are becoming public masters instead of public servants," Blumenfeld said, noting teachers now outnumber lawyers in several state legislatures. "A lot of people sense this and don't like it."

He said public schools are controlled by "humanists" and "behavioral psychologists" who have watered down courses to keep students unenlightened and pave the way for a socialism.

The philosophies are so strong, he said, that public school reform is impossible. Blumenfeld said he would like to see government get out of the education business and turn it over to church and private schools.

"The NEA has taken a very aggressive stand against the conservative movement in this country," he said.



Samuel Blumenfeld

"They have aligned themselves with the radical left."

However, in response to questions, Blumenfeld acknowledged that an estimated 50 percent of the NEA membership voted for Republican Ronald Reagan in 1984. The NEA leadership endorsed Democrat Walter Mondale.

Meanwhile, NEA officials defended their right to take political stands on issues with no direct connection to education.

"The public schools don't exist in a vacuum. Life outside school affects how children learn," Ms. Massey said.

She said the charge that public school leaders are trying to "dumb down" students is wrong. "That kind of irrational statement defies rational response," she said.

To prove his claims that public education is on the decline, Blumenfeld said urban black illiteracy has jumped from 9.2 percent in 1930 to 50 percent today. And an estimated 72 million Americans have trouble reading the cooking instructions on a TV dinner, he said.

"Public education has had it," he said. "It's an experiment that didn't work. Maybe we should dismantle it."

"American education has reached a crossroads. The American people have got to decide if they are going toward monopoly education or freedom of education."

Chattanooga Times, May 24, 1985



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Chattanooga Times, May 24, 1985



# Author Blames Education Group For Suicides, Illiteracy

Y BOB FOGARTY  
The Cincinnati Enquirer

**FORT MITCHELL, Ky.**—Author and historian Samuel L. Blumenfeld blamed the National Education Association (NEA) Tuesday night for being at least partly responsible for problems ranging from teen-age suicides to functionally illiterate high-school graduates.

Blumenfeld spoke at a meeting in the Drawbridge Inn sponsored by the John Birch Society. A substantial portion of the audience of several hundred consisted of educators, he determined, through a show of hands.

Author of six books of an ultra-conservative nature, Blumen-

feld now has written "NEA—Trojan Horse in American Education." It now is in its third printing, according to Mike Arata, a Marlemon, Ohio, high school teacher and coach, who introduced the speaker.

Blumenfeld's book traces the course of American education from early-day common schools to today's government-controlled institutions, dominated by behavioral scientists.

**THE CURE** for a variety of ills is a return to private schools which permit moral and religious teaching, he said.

"It is quite clear our schools are atheist public schools," Blumenfeld said. He said youngsters

learn that people are animals whose only goal is to satisfy their appetites.

"Why are youngsters killing themselves?" he asked. "They live in the most affluent society in history."

Blumenfeld rated suicide as the second-leading cause of death among teenagers. He blamed absence of a philosophy giving real meaning to life as a factor in teen suicides.

"Death education" courses acquaint pupils with all facets of death and dying, he said. Yet the Supreme Court has banned public prayer in schools. He said the NEA published a textbook for such a course.

"What is a teacher's union do-

ing publishing a book on death education and getting it into school?" Blumenfeld asked.

**ELLEN MARSHALL**, Northern Kentucky director of the Kentucky Education Association, an affiliate of NEA, said prior to hearing Blumenfeld's talk that the national association's bylaws contain none of the schemes charged by Blumenfeld.

"Yes, we are a teacher advocacy organization," Marshall said. "We try to promote teachers as professionals. We are concerned with classroom environment, educational achievement and general education conditions."

Blumenfeld, who has taught in

both public and private schools, in his book said the 1.7 million member NEA wants to become a political power second to no other special-interest group.

He said the increase in functional illiteracy among high-school graduates lies partly at the door of the NEA. The decline of American education would have resulted in war if a foreign country had forced it on us, he said.

The NEA wants to control education in this nation, he said, "as its exclusive tier."

Blumenfeld will give the same talk tonight at the Imperial House North Motel, 1717 Glendale-Milford Rd., Cincinnati.

CINN ENQUIRER JUN 5, 1957



## Educator, Author To Talk on NEA

"Due to the programs and policies of the National Education Association, at least 1 million students emerge from our high schools each year as functional illiterates," says Samuel L. Blumenfeld, distinguished

author and educator.

Blumenfeld will be in Parkersburg Saturday, 7:30 p.m., at the Holiday Inn to discuss his latest book "NEA: Trojan Horse in American Education." The event, which is open to the public, is being sponsored by the local John Birch Society.

The author of six books on education, Blumenfeld has earned a reputation for accurate reporting, objective scholarship, and refreshing candor in a subject area often befogged by professionalese.

Citing the boast by its Executive Secretary Sam Lambert that the NEA would become a "political power second to no other special interest group," Blumenfeld accuses the nationwide group of being "a private union that wants the power of government to crush its private competition. It wants to own American education as its exclusive fief," he says of the NEA. "Its goals are political and social, not academic."

Born and educated in New York City, Blumenfeld graduated from the City College of New York in 1950, studied in France for two years and worked as an editor in the New York

book publishing industry for 10 years. In 1970, he began a full time writing career.

His book, "Is Public Education Necessary?" has been described by one critic as one of the most important books about education ever written.

Blumenfeld's writings have appeared in "Esquire," "Reason," "Inquiry," "American Opinion," "Education Digest," "Vital Speeches," "Child & Family," "Conservative Digest," "Boston Magazine," "The Reading Informer," and other publications. He has taught in both public and private schools, including a private school for children with learning and behavioral problems.

Blumenfeld has participated in educational conferences sponsored by the Heritage Foundation, the Institute for Humane Studies, the Center for Independent Education, the Reading Reform Foundation, the Thomas Alva Edison Foundation, the American Legislative Exchange Council and the Liberty Fund. He has been a frequent guest on radio and television talk shows.



**Samuel L. Blumenfeld**



# NEA Critic Wants All Schools Private

By MELINDA LANTZ

If Samuel Blumenfeld had his way, there wouldn't be an Elkhart Community Schools or any other public school corporation in the U.S. Catholic schools would teach Catholic children, Jewish schools would teach Jewish children and fundamentalist schools would teach fundamentalist children.

Parents who embrace secular humanism would send their children to schools where secular humanism is taught, while atheists would establish atheist schools.

In Blumenfeld's arrangement, all schools would be private or in the home.

Sponsored by the Elkhart Businessmen's Chapter of The John Birch Society, Blumenfeld was in Elkhart Monday to discuss his latest book, "N.E.A. Trojan Horse in American Education."

As the title implies, the National Education Association is the target of Blumenfeld's criticism. This is the author's sixth and most recent book.

Though President Reagan won by a significant margin last November, conservatives lost at the state and local level largely because of NEA

influence, according to Blumenfeld. "We did not win as we should have in the last election," he said.

With approximately 1.7 million members, the NEA is an extremely powerful political force that is contributing to the "moral disintegration" of American public education, Blumenfeld contends. Further, he argues that most American teachers "are in the NEA not because they want to but because they have to." By joining local teachers organizations, public school teachers are forced to be affiliated with NEA, he said.

"Public education in this country was taken over by the progressives in the early part of the century," according to Blumenfeld, particularly those who wanted to use public education as a means to change the nation from a free enterprise, individualist system to one of socialism and collectivism.

As those changes were implemented, Blumenfeld contends, U.S. public education abandoned its focus on academic pursuits and shifted to teaching social concepts, sex education and values clarification, among other things.

By dealing with death and suicide, for exam-

ple, public schools have encouraged undesirable behavior among teenagers, according to Blumenfeld. The author is calling for an investigation into the relation between the teenage suicide rate and what he calls "death education."

By advocating separate, private schools for families of differing viewpoints, Blumenfeld argues that such an arrangement would give them a choice. Parents would choose the schools they wanted their children to attend, for example, and community funds could be used for poor families who could not afford tuition.

Blumenfeld also sees home schooling as a rapidly growing trend in the U.S. and he sees it as "superior education" because parents are in complete control.

Private schools are clearly doing a better job of educating than public schools, according to Blumenfeld. When a private school fails to educate children, parents can pull those children out of school and the institution goes "belly-up." In contrast, when public schools fail, they get more money from the government, Blumenfeld said.



# Speaker Says Schools Promote Socialism

By ROBERT GUNTHER  
Press Staff Writer

COLOGNE — The National Education Association is one of the most powerful political forces in this country and is leading our nation's schools to socialism, according to a speaker before the local chapters of the John Birch Society here Friday.

Samuel L. Blumenfeld, author of the recent book "NEA: Trojan Horse in American Education," also linked the efforts of the large teacher's union to problems with illiteracy and teen suicide.

He said the teachers' union is deliberately moving the country away from conservative, religious values and promoting liberal, atheistic and secular humanist values in education. He quoted from the speeches of NEA leaders who said they were determined to "change the direction of government."

"We assume that the purpose of education is to transfer the knowledge and values of the older generation to the younger, not to change the direction of government," Blumenfeld said. "Which way do you think that direction is? It is, of course, to the left."

He also discussed an NEA document called "Combating the New Right," which discusses ways to deal with conservative groups, the Birch Society included.

"What is a teachers' organization doing taking such a biased attitude?" he asked. "It is using the teaching profession to head America in the direction they

want America to go. It is a political organization. It is not an educational organization."

He said the organization is "trying to lead us into socialism" and what the could not accomplish by revolution in this country will be accomplished through education.

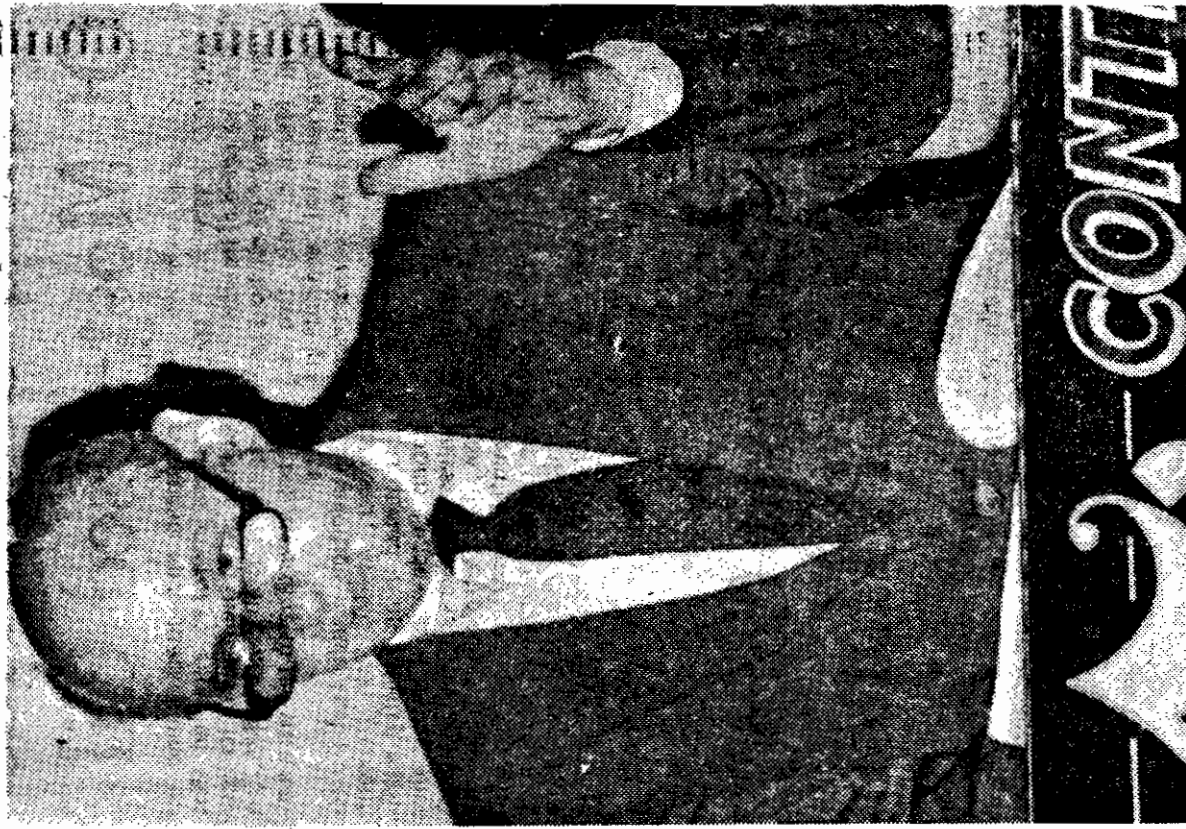
But, perhaps, more important than the NEA's influence on politics, Blumenfeld claimed the union's influence on educational thought is contributing to teen suicide, illiteracy and Satanism.

"There are sinister forces working in our schools which are really doing something harmful to the minds of our children," he said.

He said the "look-say" method of teaching reading and "dumbing down" textbooks were deliberate attempts to foster illiteracy in the nation's schools. He said phonics was a far more effective method of teaching reading before it was scrapped by the "progressive" educational thinkers who were also influential in shaping the NEA.

"High literacy produces individualistic intelligence which is not conducive to socialist control," he said. "Our schools now specialize in turning out functional illiterates."

He linked curriculum on "death education" — which he said was introduced in the 1970s and encouraged by the NEA — to a rise in teenage suicides, which reached 6,000 last year. Death education courses sometimes ask students to answer questions such as what method they would use in



Staff photo by Walter O'Brien

## Blumenfeld blames schools for illiteracy and teen suicides

their own suicides, involve visits music in the public school but to funeral homes, and discuss religious hymns are strictly forbidden," he said. "America's public schools, I'm afraid to say, are owned by Satan. Our public religion in public schools and linked it to other problems.

"You can play AC-DC Satanist cesspool."



# The Enterprise

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Author-critic

'Schools owned by Satan' / 31



## Author charges public schools 'owned by Satan'

By Amy Blotcher Guerrero  
ENTERPRISE STAFF WRITER

NORTH EASTON — Public education, led and supported by the National Education Association, is doomed and public schools have become "temples of atheism, ignorance and vice," author Samuel L. Blumenfeld said Tuesday night at a meeting of the John Birch Society held at Oakes Ames Memorial Hall.

Using seemingly unrelated events as evidence — the suicides of 6,000 teenagers in the U.S. in 1984, a Satanic cult murder in an affluent New York suburb, the introduction of "death education" curricula into many school systems and the nation's high illiteracy rate — Blumenfeld contended that "American public schools are owned by Satan."

He urged parents to remove their children from public schools and teach them at home or enroll them in church-affiliated schools. "Public schools are undermining their religious faith," he said. "After 12 years you don't know if the child will come out an atheist, a nihilist, a punk rocker or an agnostic."

The 30 people in the audience were members of the John Birch Society, affiliated with the North Attleboro chapter, and a few teachers with opposing viewpoints on the N.E.A.

Before Blumenfeld began his remarks, the flag was saluted and the Rev. Earl Sinkinger of the Church of Christ in North Attleboro, who has been a member of the John Birch Society for 10 years, led the group in a prayer.

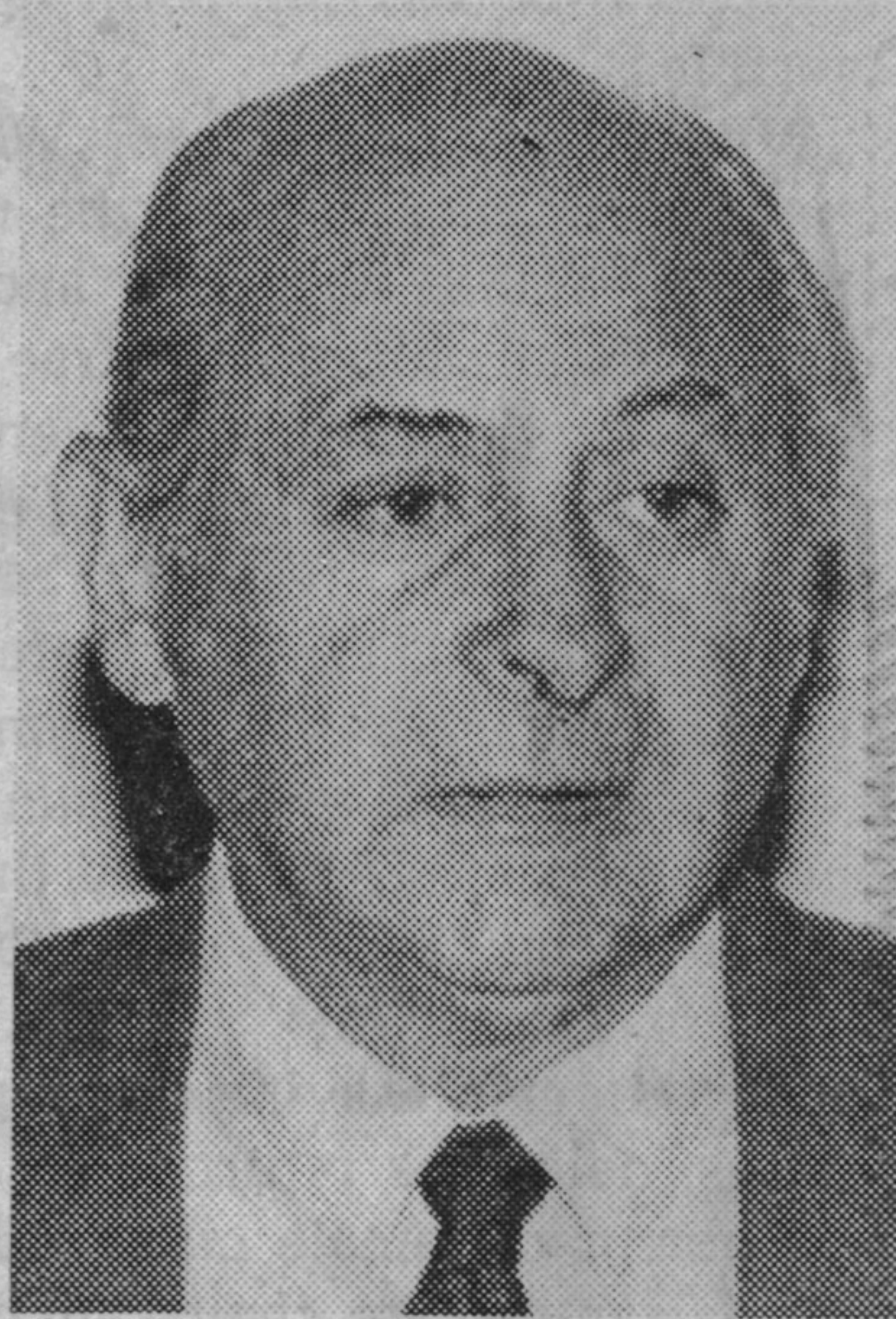
Blumenfeld, 59, is the author of seven books critical of public education, including his latest, published last year, "NEA: Trojan Horse in American Education." He resides in Dorchester.

"Americans don't realize the extent of the decline in American education," Blumenfeld said, "or how little Americans learn in school. It's an absolute crime because we pay so much for education and we're being shortchanged by the educational establishment that is deliberately 'dumbing-down' the American society so it will be ripe for a socialist takeover."

Blumenfeld's chief contention is that the NEA, shaped by leading secular humanists in the 1920s and 1930s, has become a political organization, staking out liberal policy positions on a wide-range of issues and having a strong lobbying effort paid for by the annual dues of almost two million teachers.

"For all intents and purposes, it's our third political party," he said.

The absence of religion in school and the teaching of evolution, Blumenfeld said, teach students "that they're animals and that there's no meaning to life ex-



SAMUEL BLUMENFELD

... addresses Easton meeting

cept through self-actualization, whatever that is, and that we're on the brink of nuclear holocaust."

Touching upon "death education," he said, "Public schools are forbidden to teach about the living God but they teach about the humanistic belief in death. Who gave the NEA this mandate to teach death education?"

In 1958 there were three child suicides, he said, adding that last year there were 6,000. "Death education is not preventing suicide, it's making it more acceptable," he said.

Blumenfeld said Satanic cults in which animals and people are sacrificed have begun to occur in the U.S. After referring to a particularly gruesome murder by a cult of young people reported in the New York Times last year, Blumenfeld said, "These acts were committed by young Americans who have gone through our educational system."

In addition, Blumenfeld has charged that the nation's growing illiteracy rate was planned by leaders of the NEA to speed the nation's "fall" to socialism, the goal of which is "the death of mankind."

"There's a gigantic struggle going on between Satan and God," Blumenfeld concluded. "The enemy is very close to victory. We will win in the end because God triumphs in the end, we know that."

Tony Cabral, a biology teacher at Brockton High School and a member of the NEA as well as the Massachusetts Teachers Association, challenged many of Blumenfeld's statements. He, in turn, was asked to defend his belief in evolution by a number of those present.

"I'm a scientist and an evolutionist," Cabral said, "and I don't know a secular humanist. I resent being labeled an instrument of illiteracy."



# Author charges public schools 'owned by Satan'

By Amy Blotcher Guerrero  
ONTARIO STAFF WRITER

**NORTH EASTON** — Public education, led and supported by the National Education Association, is doomed and public schools have become "temples of atheism, ignorance and vice," author Samuel L. Blumenfeld said Tuesday night at a meeting of the John Birch Society held at Oakes Ames Memorial Hall.

Using seemingly unrelated events as evidence — the suicides of 8,000 teenagers in the U.S. in 1984, a Satanic cult murder in an affluent New York suburb, the introduction of "death education" curricula into many school systems and the nation's high illiteracy rate — Blumenfeld contended that "American public schools are owned by Satan."

He urged parents to remove their children from public schools and teach them at home or enroll them in church-affiliated schools. "Public schools are undermining their religious faith," he said. "After 12 years you don't know if the child will come out an atheist, a nihilist, a punk rocker or an agnostic."

The 30 people in the audience were members of the John Birch Society, affiliated with the North Attleboro chapter, and a few teachers with opposing viewpoints on the N.E.A.

Before Blumenfeld began his remarks, the flag was saluted and the Rev. Earl Sinking of the Church of Christ in North Attleboro, who has been a member of the John Birch Society for 10 years, led the group in a prayer.

Blumenfeld, 59, is the author of seven books critical of public education, including his latest, published last year, "NEA: Trojan Horse in American Education." He resides in Dorchester.

"Americans don't realize the extent of the decline in American education," Blumenfeld said. "For how little Americans learn in school, it's an absolute crime because we pay so much for education and we're being shortchanged by the educational establishment that is deliberately 'dumbing down' the American society so it will be ripe for a socialist takeover."

Blumenfeld's chief contention is that the NEA, shaped by leading secular humanists in the 1920s and 1930s, has become a political organization, staking out liberal policy positions on a wide-range of issues and having a strong lobbying effort paid for by the annual dues of almost two million teachers.

"For all intents and purposes, it's our third political party," he said.

The absence of religion in school and the teaching of evolution, Blumenfeld said, teach students "that they're animals and that there's no meaning to life ex-



**SAMUEL BLUMENFELD**  
... addresses Easton meeting

cept through self-actualization, whatever that is, and that we're on the brink of nuclear holocaust."

Touching upon "death education," he said, "Public schools are forbidden to teach about the living God but they teach about the humanistic belief in death. Who gave the NEA this mandate to teach death education?"

In 1988 there were three child suicides, he said, adding that last year there were 6,000. "Death education is not preventing suicide, it's making it more acceptable," he said.

Blumenfeld said Satanic cults in which animals and people are sacrificed have begun to occur in the U.S. After referring to a particularly gruesome murder by a cult of young people reported in the New York Times last year, Blumenfeld said, "These acts were committed by young Americans who have gone through our educational system."

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Wednesday, July 31, 1985



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## The Enterprise

It's about your world



**Officer Obie**  
Cop in Guthrie tune retires/7



**Author-critic**  
'Schools owned by Satan'/31



**Holdout ends**  
Patriots sign Match/41



'9-1-1' now in effect

Mesa emergency outlets converted this week to a 9-1-1 telephone system. The 9-1-1 number is to be used *only* in police, fire or medical emergencies.

# Mesans proposes new group for teachers

By Emil Venere  
Staff writer

A former teacher is attempting to organize an alternative to the Mesa Education Association, claiming the union's national affiliate has a liberal political leaning and is critical of several conservative organizations.

The first meeting of the proposed Mesa Independent Teacher's Association is set for 7:30 p.m. today, said Nancy Smith, the group's organizer.

"This is just a meeting to feel out peoples'

interest to see if there is a need for such an alternative," said Smith, 43. "If there is an interest, then we will pursue organizing the group."

She said the independent organization could become affiliated with the Arizona State Professional Educators, a branch of the National Association of Professional Educators (NAPE).

Unlike the National Education Association and the MEA, its local affiliate, NAPE does not allow teacher strikes or collective bargaining in the traditional sense, said

Philip Strittmatter of Sun City West. Strittmatter became executive secretary of NAPE in August and was president for six years.

He will speak during tonight's meeting at the home of Mesa resident Melvin Ray, 625 N. Windsor Ave. Ray is not a teacher but is sympathetic to the proposal to form the teachers' group, Smith said.

Also speaking tonight will be Samuel L. Blumenfeld, author of *NEA: Trojan Horse in American Education* and *Is Public Education Necessary?*

Blumenfeld, a self-described conservative and "Americanist," has renounced the NEA and its affiliates.

"It represents the views of the radical left in this country," he said. "It's more than just liberal. It favors the Sandanista government in Nicaragua, and it backs Marxist revolution in Central America."

"I would consider it a dangerous organization because it is using the teaching profession for causes that have very little to do with education," said Blumenfeld, who lives in Boston but is visiting the Valley to

give a series of talks.

The MEA presently has a membership of 1,950 out of nearly 2,280 eligible employees in the Mesa Unified School District, said Roger Kruse, MEA executive director.

Smith said the major reason she is interested in forming the alternative association is because teachers who join the Mesa union are automatic members of the NEA, which targets numerous "conservative, family-value groups."

Smith was a teacher in the Mesa Unified

**Please turn to Teachers, B2**

## Teachers

Continued from page B1

School District for two years before resigning this year to spend more time with her family.

An NEA manual, *Combating the New Right*, identifies more than 80 "right wing extremists — racist, anti-civil rights, anti-labor and anti-democratic organizations."

The list includes the Moral Majority, the National Conservative Political Action Committee, the Heritage Foundation, the John Birch Society and the Citizens Committee for the Right to Keep and Bear Arms.

Larry Sorensen, director of the NEA's Western States Region, said the organizations listed in the manual "are attempting to in-

fluence and provide a very narrow description of what should be taught in public schools."

Smith said she has doubts that a teachers' union should be involved in political matters.

"If you are a member of one of these groups listed, that puts you in a very awkward position," she said. "It makes you feel uncomfortable to be a member of an organization that singles out such a large number of groups."

But Sorensen, whose office is in Denver, said, "The whole purpose of the training manual is to alert teachers to groups that attempt to influence or dominate the public schools."

He said the NEA is a non-partisan group.

"We support pro-education (political) candidates who believe in the preservation and expansion of public schools in America," Sorensen said.

Strittmatter, a retired teacher of 35 years who taught in Scottsdale public schools, said one of NAPE's tenets is that, "The students have a right to an uninterrupted education. That means we don't believe in strikes."

"Secondly, we believe that the schools should be controlled by the citizens of the community," he said. "We don't believe in industrial collective bargaining, which the unions are practicing."

"We believe in practical negotiations. They (teachers' unions) take

an adversarial position with regard to the school administration and the school board. And we believe that we are all colleagues."

Meanwhile, Smith said the proposed alternative association would cost teachers less money than MEA, which charges a \$288 annual membership fee.

The MEA's Kruse said the dues are taken out of employees' pay checks over 15 pay periods.

"That takes care of liability insurance, representation, economic services, the whole business," Kruse said.

The alternative association probably would charge a membership of about \$60, Smith said.

Mesa (Ariz.) Tribune



# Speaker Says Schools Promote Socialism

By ROBERT GUNTHER  
Press Staff Writer

COLOGNE — The National Education Association is one of the most powerful political forces in this country and is leading our nation's schools to socialism, according to a speaker before the local chapters of the John Birch Society here Friday.

Samuel L. Blumenfeld, author of the recent book "NEA: Trojan Horse in American Education," also linked the efforts of the large teacher's union to problems with illiteracy and teen suicide.

He said the teachers' union is deliberately moving the country away from conservative, religious values and promoting liberal, atheistic and secular humanist values in education. He quoted from the speeches of NEA leaders who said they were determined to "change the direction of government."

"We assume that the purpose of education is to transfer the knowledge and values of the older generation to the younger, not to change the direction of government," Blumenfeld said. "Which way do you think that direction is? It is, of course, to the left."

He also discussed an NEA document called "Combating the New Right," which discusses ways to deal with conservative groups, the Birch Society included.

"What is a teachers' organization doing taking such a biased attitude?" he asked. "It is using the teaching profession to head America in the direction they

want America to go. It is a political organization. It is not an educational organization."

He said the organization is "trying to lead us into socialism" and what he could not accomplish by revolution in this country will be accomplished through education.

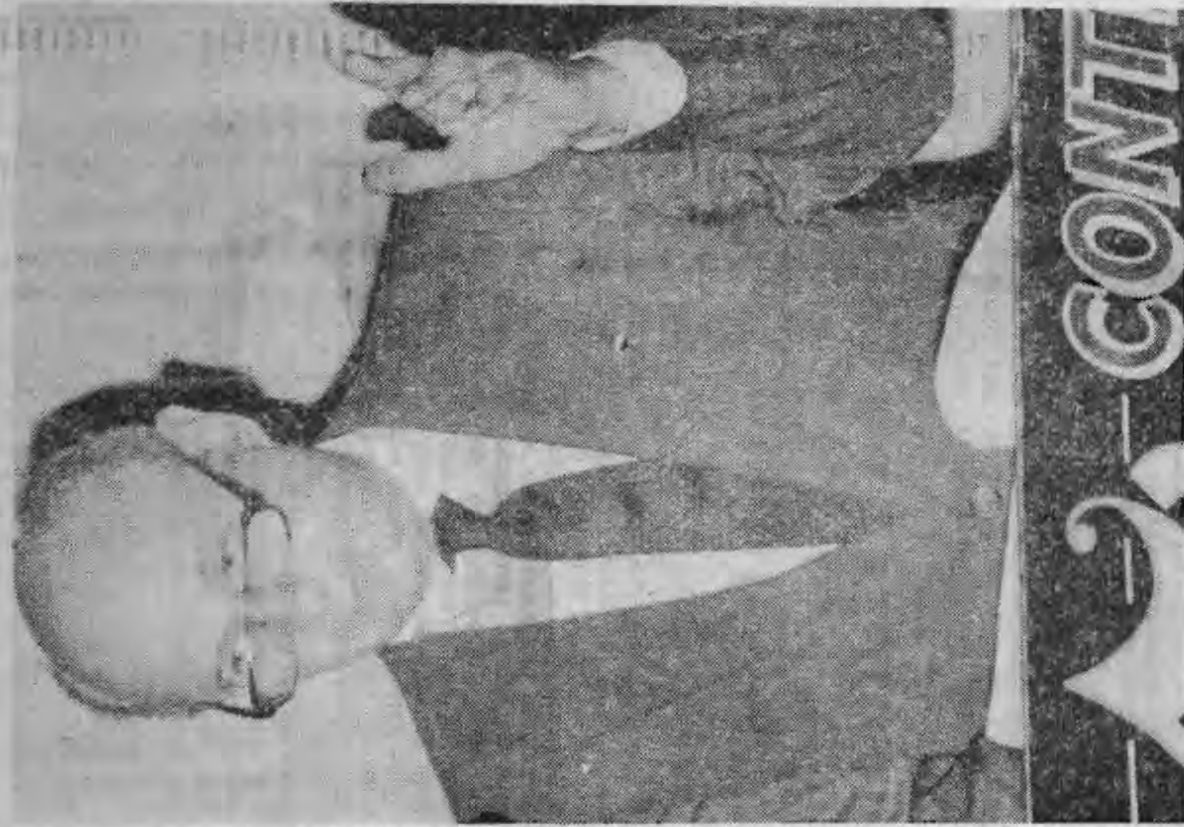
But perhaps more important than the NEA's influence on politics, Blumenfeld claimed the union's influence on educational thought is contributing to teen suicide, illiteracy and Satanism.

"There are sinister forces working in our schools which are really doing something harmful to the minds of our children," he said.

He said the "look-say" method of teaching reading and "dumbing down" textbooks were deliberate attempts to foster illiteracy in the nation's schools. He said phonics was a far more effective method of teaching reading before it was scrapped by the "progressive" educational thinkers who were also influential in shaping the NEA.

"High literacy produces individualistic intelligence which is not conducive to socialist control," he said. "Our schools now specialize in turning out functional illiterates."

He linked curriculum on "death education" — which he said was introduced in the 1970s and encouraged by the NEA — to a rise in teenage suicides, which reached 6,000 last year. Death education courses sometimes ask students to answer questions such as what method they would use in



Staff photo by Walter O'Brien

## Blumenfeld blames schools for illiteracy and teen suicides

their own suicides, involve visits music in the public school but to funeral homes and discuss religious hymns are strictly forbidden," he said. "America's public schools, I'm afraid to say, are owned by Satan. Our public schools have become a moral cesspool."

He also criticized the lack of religion in public schools and linked it to other problems.

"You can play AC-DC Satanist



MT, Sunday, September 15, 1985

# LOCAL/STATE

Section B

## 'The Pick'

This week's winning numbers in the Arizona Lottery's 'The Pick' game are 3, 6, 10, 11, 16 and 33. The jackpot is \$265,238.

## Backer of alternative teachers union stresses integrity

By Eileen A. Feronchak  
Staff writer

Samuel Blumenfeld, author and National Education Association critic, told a group of Mesa supporters Saturday night that "you have to leave that organization if you have any sense of integrity."

About 60 people attended an information meeting for those interested in an alternative to the Mesa Education Association.

Nancy Smith, a former Mesa teacher who signed from the profession for family reasons, organized the meeting of the Mesa independent Teachers' Association to see if

there was interest among educators to have "an organization of their own."

The meeting was held at the Mesa home of one of the group's supporters.

Smith introduced Bill Cuthor, a teacher and backer of independent affiliation, who explained that it was not too late for teachers to get out of paying the more than \$280 in MEA dues for next year.

Teachers wanting to leave the union had to write a letter to the MEA stating their withdrawal and have it postmarked by midnight Saturday.

The reason Saturday's meeting was held so close to the deadline, Cuthor said, was

because "we are just a little unorganized." Cuthor said it was too early to tell whether the new organization would remain autonomous or become part of a national organization like the "Arizona State Professional Educators, a branch of the National Association of Professional Educators."

"Nothing is cast in cement yet," said Cuthor, adding that name of the alternative union wasn't even set for sure.

"This may be the beginning of something big in Arizona, in Mesa," Blumenfeld told the group.

The ability to disassociate with the NEA

and its "humanist" values "takes courage, independence and integrity," said Blumenfeld, author of *NEA: Trojan Horse in American Education* and *Is Public Education Necessary?*

"If teachers want to gain back the respect of the parents then they have to leave the NEA," he said.

Part of the reason most teachers do not dissent from the national organization is because of liability insurance, he said. But now, he said, teachers don't need the NEA to be protected.

Teachers can get the same type of liability insurance from other means and

pay less for it, he told the group. He said the Mesa school district's 2,500 teachers pay the NEA almost \$700,000 every year.

Annual dues for the National Association of Professional Educators would be \$60, Blumenfeld said.

In his address to the Mesa teachers, Blumenfeld assailed the teaching of sex education in public schools, saying it "makes promiscuity and abortion acceptable."

Another meeting of MITA is set for 7 p.m. Wednesday, Sept. 25. The location is to be announced.



## 'Education Malpractice' Afflicts U.S., Speaker Says

By Jennifer Young

Journal Reporter

Samuel L. Blumenfeld thinks a sign should be placed over the doors of America's public schools: "Warning: This school may be dangerous to the health and safety of your child."

Public schools themselves have an affliction, said Blumenfeld, a former public and private school teacher and the author of six books on education. What's more, he said, there's no cure for the affliction.

"In this country we practice education malpractice on a wide scale ... and nobody is held responsible," Blumenfeld told an audience of about 100 people last night at the Sawtooth building. He was in town to promote his latest book, "NEA: Trojan Horse in American Education."

His appearance was sponsored by the John Birch Society, he said in an interview yesterday. Other North Carolina stops on the promotion tour include Salisbury, Charlotte, Rocky Mount, Jacksonville, Morehead City and Wilmington.

"The groups that have been most receptive (to his message) have been the fundamentalist Christians," said Blumenfeld, a New York native. He described himself as an activist conservative and a Christian. He's a Republican and formerly a Libertarian.

He recommends that parents take their children out of public schools. "You can't work within the system. We've tried that and it doesn't work."

He said that children face academ-

ic, spiritual and moral danger.

One academic danger, he told the audience, is North Carolina's new Basic Education Plan. "I was absolutely shocked. I could not believe what I was reading." He said that it condemns a third of the state's children to functional illiteracy.

One of the problems is that the plan says children should be taught to read by looking at whole words, rather than by phonics.

Blumenfeld said that it's big business to teach the wrong way: The whole-word method requires a lot of materials and remedial materials are required when it doesn't work.

But there's more to the suppression of phonics than even greed, Blumenfeld said in an interview. High literacy has been shown to be an obstacle to socialism, he said.

He said that he has given up on public education. He proposes that students be taught in private, church-run schools or at home by their families. When asked how low-income people will manage that, he said, "at the moment, they're in a bind."

The audience last night included several members of the Forsyth Association of Classroom Teachers.

Colleen Lanier, the president, said the speech angered and frustrated her. "I know so many people out there who are caring and working hard," she said. She issued a statement earlier in the day that she does not believe most citizens would accept Blumenfeld's message.





# Southcentral/Weather

Section B

## NEA-Alaska leader refutes charges

### Schafly group says NEA promotes illiteracy

by Jan Mireles  
Times Writer

Claims that the National Education Association is part of a plot to promote illiteracy and indoctrinate America's youth to socialism are unfounded and irresponsible, according to an NEA-Alaska leader.

But according to national critics Samuel Blumenfeld and John Lofton, the NEA is culpable on both charges. Blumenfeld, an author, and Lofton, a Washington columnist and commentator, are in Anchorage to address more than 300 members of the Eagle Forum of Alaska.

Eagle Forum is a group founded in 1972 by activist Phyllis

Schafly which professes commitment to God, home and country. Both Eagle Forum and NEA-Alaska are holding weekend conferences at the Sheraton Anchorage Hotel.

Jean Krause, president of NEA-Alaska, refuted Thursday accusations that the education association is responsible for the "moral disintegration of public education" and the nation's youth. "Those accusations are totally baseless," Krause said. "The school's responsibility is dictated by the school board which is elected by the people."

Angered by the attack, Krause accused the two of denying freedoms promised in the

United States Constitution. "They are promoting a different society that is not based on the constitution, but a society based on their own articulated view of what Christianity ought to be and we are opposed to that," Krause said.

Blumenfeld's claims that the NEA opposes phonetically-taught reading to keep children from learning is "baloney," Krause said. "NEA does not have a position on which way to teach children to read or to write or to learn math. What we support is finding the best way to teach that individual child," Krause said.

Krause contradicted Blumen-

feld's claims that by ignoring Christian teachings public schools lead children to humanistic and socialist beliefs. "We teach honesty... because that is part of our culture," she said. "What we object to is any teacher foisting their particular religious views on students or any attempt that one particular religion is going to be established for all people."

Krause argued that proponents of private education should not attack the public system simply to be competitive. "We are not failing," she said. "We are turning out people who can write, who can read, who can think."



Samuel Blumenfeld



John Lofton



# Author: NEA's goal is political power

By CONNIE OEHRING  
Staff Writer

The National Education Association is more concerned with power, money, and taking control of the government than with educating children, according to Sam Blumenfeld, author of "NEA: Trojan Horse in American Education."

Blumenfeld is visiting Fairbanks this week to conduct a seminar as the guest of Eagle Forum, a conservative, "pro-family" organization.

Blumenfeld said his goal is to "inform the American people as to what has been happening to their educational system, and to show the relationship between the NEA and the disintegration of the American educational system."

The NEA is not an educational but a political organization, he said. "They have spent a lot of time politicizing teachers. The teachers are on a power drive—their goals are not the same goals as those of the American people."

Blumenfeld believes that functional illiteracy and other academic problems today are being deliberately created by the educator. Ever since progressive educational methods became widely accepted, children have been learning to read by psycholinguistic methods, he said. He feels that teaching intensive phonics is the only correct method for teaching reading.

He is skeptical about recent reports of improved SAT scores nationwide. He suspects that scores were higher only because the tests were made easier, he said.

"It would be very easy to solve the reading problem," he said. "We just have to mandate the teaching of intensive phonics in the first grade. But not a single legislature in the union has done that. Why? Because the educational establishment is against it. Why are they

against it? Because their aim is to get us all into a worldwide socialist government."

Blumenfeld said his evidence of NEA goals is drawn from the union's own literature. He claims the union not only supports progressive teaching methods, but attacks traditional ones. The NEA perceives the "New Right" as its main enemy, he added, and is bent on destroying it. He described the New Right as people who believe in Judeo-Christian values and a constitutional form of government, and those that support Christian morality, free enterprise, pro-life, and similar issues.

Blumenfeld believes the NEA has no right to take strong partisan positions such as its opposition to the New Right. He also believes that public employees should not be able to form unions.

"Working for the government should be a privilege," he said. "They should be grateful to the taxpayer and the government for giving them this job. But their desire now is to control the taxpayer and the government."

And the effect of unionizing is to create hostility between the teacher and the public, he said, because the teachers develop loyalty toward their union rather than the government.

Blumenfeld is a former teacher in both public and private schools, but has been a full-time writer since 1970. He and John Lofton, Jr., conducted their first seminar here Monday and will repeat it tonight at 7 p.m. in the Alaskaland Civic Center. They will cover the topics: "Who Owns Your Child?" "The Disaster in American Education," "Where Did We Go Wrong?" and "National and Foreign Affairs—Spotlight on South Africa."

Lofton is a columnist for the Washington Times and former editor of several conservative publications.



## Local NEA president ridicules accusations

The National Education Association's primary interest is in providing the best possible education for students in American schools, said the president of the Fairbanks NEA, who said accusations that the NEA wants to control the government are "ridiculous."

Mary Lou Brent said the NEA does become involved politically to the extent of supporting candidates who support education. "But do we want to take over the government? No," she said, laughing.

Brent was responding to remarks made by writer Sam Blumenfeld who is currently in Fairbanks conducting a seminar on education as a guest of Eagle Forum. Blumenfeld is the author of a book entitled: "NEA: Trojan Horse in American Education."

"We've always taught our students that it's a good thing to get involved in the democratic process," Brent said. "I wouldn't see political involvement as a negative thing at all, but it's certainly not a priority (for the NEA)."

Blumenfeld had said the NEA was more concerned with political power than education.

Blumenfeld also said the NEA promotes progressive educational

methods while attacking traditional ones. Brent said the organization does not promote one method over another, but believes that each teacher should use the method that works best for the individual student.

"There are many ways to teach kids," she said. "The best way is an eclectic approach. A good teacher incorporates many different methods."

As for the idea that functional illiteracy is deliberately created by the educator so the NEA can work to bring about a worldwide socialist government, Brent said "That's ridiculous."

The NEA has often been accused of socialistic tendencies, she said, but in her opinion it is a democracy. "I'm an elected official, and all of our officials statewide and nationwide are also elected," she said. "The decisions that are made within the NEA annually are made at a national convention, where there are 7,000 teachers who are all elected representatives. Teachers making decisions for teachers as far as I know, that's the largest democratic body in the world."



# 'Eagle Forum' warns of nationwide conspiracy in education

by Steve Rinehart  
Managing Editor

Public education is catering to world socialism and true Christians have an abiding duty to pull their children out of the public schools, representatives of a national conservative organization told a Homer crowd last Wednesday.

Professors of Education and textbook publishers, in league with behavioral psychologists and "secular humanists" are scheming to "dumb down the nation," claimed author and education critic Samuel Blumenfeld. One means toward that goal is the systematic adoption of a reading curriculum designed to produce poor readers, he maintained.

His companion speaker in the presentation by the Eagle Forum, columnist John Lofton, told about 200 people in the Paul Banks Elementary School gymnasium that "atheism is the established faith" in the public schools.

"True Christians cannot defend having their children in public schools," Mr. Lofton said. He stopped short of inciting all Christian teachers to leave their jobs in the public school system, but said their talents are being wasted in the state schools.

The only way to bring public education "back to the basics" and reestablish Christian beliefs as paramount in school and country is to leave the school system, they said. "Get out, if you can, get out," Mr. Lofton cried.

Remarks from both men, hosted in Homer by Eileen Becker and Pat Everts and introduced by the Rev. Larry Steel, drew broadly

murmured assent from their audience, and rousing applause when they finished.

The Eagle Forum is a nationwide organization, headed by Phyllis Schlafly. Among other positions, according to its literature, the forum favors voluntary prayer in public schools and the right of parents to prevent schools from teaching "concepts of- fensive to (their) religious, moral or cultural standards."

Wednesday's speakers, in Homer as a side trip to seminars held in Anchorage and Fairbanks, maintain leaders in education, the court system and much of the government have adopted what they termed a secular humanism as a sort of state religion. Under this interpretation, humanists embrace human values and achievement while recognizing no higher moral order.

The new Homer High School is not a monument to education, said Mr. Blumenfeld; he called it "Homer's temple of atheism, of humanism."

Students are taught to compare one religion with another, "but get no inkling that there is such a thing as a true religion," he said.

He did not specify which religion he felt is the true one, but said students must learn about God in order to better resist life's temptations.

Mr. Blumenfeld suggested posting a sign at the gate warning, "This public school could be dangerous to your child's health." The remark, though made as an aside, was warmly received by an audience which filled most of the folding metal chairs in the public school gymnasium.

Evidence of the danger posed by humanists could be



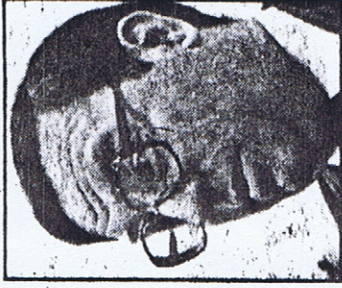
Sam Blumenfeld

found right in the halls of Paul Banks Elementary, Mr. Blumenfeld said; children had made paper cut-outs of pumpkins and goblins to illustrate Halloween. The witches' eve, with all its satanic imagery, is the most important date on the humanists' calendar and is a dangerous visual reminder of the country's rising fascination with cults, he said.

From the celebration of Halloween it is but a short step to witchcraft and demonic cults, some of which commit ceremonial murder and eat human flesh, he said.

The humanist agenda calls for a global socialist government, Mr. Blumenfeld said. As part of the conspiracy, he claimed, educators promote a national school curriculum which purposefully endorses poor reading instruction. Poor reading skills are being programmed into society, he said, because the global socialists don't want intelligent opposition to the one world government of their dreams.

Mr. Lofton took a different approach, while making anew and underscoring many of Mr. Blumenfeld's arguments. A columnist with the Washington, D.C. Star, he said the lack of Christian



John Lofton

dangerous if they were only sweeping the streets," Mr. Lofton said.

By one estimate, the average child spends about 15,000 hours in school by the time he or she graduates, Mr. Lofton said. That provides the humanists with unparalleled opportunity for mind control, he said. And if God is "ignored" in that time, he added, students perceive a subtle message that "He must not be important."

A man asked how, assuming most public school teachers are fair and open minded, do parents effect changes in textbooks. Mr. Lofton responded that student performance and learning in public schools is beside the point because

"Christ is kept out of the discussion. The only way to influence public education is to leave it."

A woman, who identified herself as a Mormon, said she can teach her children Christian beliefs and morals at home, but finds value in having her children mingle and have contact with "real life" in public schools.

Her point received scattered approval from the crowd.

"We don't have time here to discuss whether or not Mormons are Christians," Mr. Lofton replied. "Your feelings are not Christian. It is insulting to me that you suggest the real world is found only in the public schools. It is a sin to throw a child into the pit of public education."

His response drew solid applause.

But if Christians take their children out of the public schools, and Christian teachers leave too, what's to become of those who remain, another in the audience asked.

Mr. Lofton said his responsibility for those left in the public schools is limited. "Not all are God's children," he said.

religious instruction in the public schools is breaking the country's moral backbone.

Both Mr. Lofton and Mr. Blumenfeld held public education responsible for the nationwide increase in the number of teenage suicides. Exposed to the theory of evolution, Mr. Blumenfeld said, students learn human beings are animals. They begin to question whether God created the universe, or "whether this is all an accident," Mr. Lofton said. Students, already wondering about the meaning of life, are faced with classroom discussions of death and dying. Unbolstered by religious training, youths slip into the abyss, the speakers said.

The U.S.A. was founded on Christian principles, Mr. Lofton said, and he accused the humanists of stealing that heritage. "During most of U.S. history, education was centered around God and the Bible," he said, advocating a return to that standard.

Those who wish to keep religious instruction out of the school system are relative newcomers, Mr. Lofton said, and he compared their efforts to those of the Nazis in pre-World War II Germany. "Adolph Hitler can happen here — you bet it can," he warned.

He reserved some of his strongest criticism, reaching into ridicule, for the National Education Association. The teacher union's leadership "would be



# Critic: Schools are Satan's 'holy ground'

By TRACY WENZEL

Daily News Staff Writer

Halloween decorations displayed in public school classrooms indicate that Satan has more influence on the nation's school children than God does, an education critic said Thursday.

"Every public school in America has become Satan's holy ground," said Sam Blumenfeld, author of a book that accuses teachers unions of being the "principle cause of the decline of American education."

Blumenfeld spoke to a group of John Birch Society members in Fort Walton Beach. He directed his attack primarily at the National Education Association, an organization that includes as members the 875 area teachers who belong to the Okaloosa County Education Association.

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The U.S. Department of Education "does not take its orders from fundamental Christians," he said, because unions such as the NEA "exert maximum

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Blumenfeld cautioned the 50-member audience that Halloween decorations in schools should not be treated lightly.

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Blumenfeld said today's youth is "fascinated by death and paganism," evidenced by what he called an increased interest in astrology, witchcraft and cannibalism.

"The eradication of Christianity in our schools is virtually complete," he said.

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## Schools

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"Ours is an alphabetical writing system," he said. "The only way to learn to read properly is to learn what the letters are and how they sound. Instead they're teaching children to read as if they were dogs and basing it all on the Pavlov technique of conditional reflexes. All our youngsters are taught to do know is memorize a certain set of words."

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SAM BLUMENFELD



# Critic: Schools are Satan's 'holy ground'

By TRACY WENZEL

Daily News Staff Writer

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SAM BLUMENFELD



# Blumenfeld: NEA supports radical left, not children

By MITCHELL DIGGS  
Staff Writer

Northeast Mississippi teachers should examine carefully the policies and values of the National Education Association before joining the organization, a former teacher and author of six books on education said Monday in Tupelo.

Samuel L. Blumenfeld, author of "N.E.A.: Trojan Horse in American Education," charged that the NEA has become more interested in exerting political power to implement liberal programs than in teaching children to read. The country's alarming illiteracy rate can be traced to curriculum changes sponsored by the group, he said.

BLUMENFELD'S VISIT, part of a national lecture tour, was sponsored by the local chapter of the John Birch Society. He spoke Monday night at Lakeview Baptist Church, and is scheduled to speak in Starkville today.

A New York native, he earned his bachelor's degree from City College of New York and studied for two years in France. He has taught in public and private schools, specializing in literacy.

"I consider the NEA to be a very dangerous political organization whose goals I consider to be contrary to the desires of the American people," he said. "It espouses the political and social goals of the radical left in this country. What they want is control, monopoly control, and they don't even give a damn about the kids."

The NEA supports socialism, the Sandinista government of Nicaragua, the Equal Rights Amendment, abortion and a nuclear freeze which would insure Soviet superiority, he charged. The organization uses its political lobbying groups and influence to fight the policies of conservatives, he said.

The group's power extends deeply into local governments, but conservatives have not considered the threat. Blumenfeld attributed the failure of many conservative politicians to ride Ronald Reagan's coattails into office last year to the NEA's power at the state and local level.

"The radical left is really using the NEA to achieve political power in this country. They can't achieve it through the Socialist Party or the Communist Party, so they're channeling all their energies through the NEA. That's where a lot of the '60's radicals have gone — into the teaching profes-

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sion. They haven't given up their radicalism; they've just changed the avenue they are using."

QUOTING FROM "A Nation at Risk," the April 1983 report which warned of a "rising tide of mediocrity" in America's schools, he blasted curriculums which include such topics as sex education, sensitivity training, the threat of nuclear war, death education and values clarification. Schools have failed in the basic purpose of educating the country's children, he said.

"All of American education is controlled by the behavioral psychologists and the progressives. They control the NEA and are using it to implement their programs, while on the other hand, our schools turn out 1 million functionally illiterate children per year. American schools specialize in turning out functionally illiterates."

SCHOOLS ALSO fail to equip students to deal with moral issues, he said. The NEA's stand on abortion, birth control and sex education has created a national crisis of teen-age pregnancies and sexually-transmitted diseases, he said.

"Instead of frightening them to death about nuclear war, why don't they frighten them to death about sexually-transmitted diseases?" he asked.

Blumenfeld encouraged teachers to investigate alternate professional associations. The nation's 1.7 million NEA members contribute an average of \$300 each annually, giving the organization an annual cash flow of a half-billion dollars, he said.

Other organizations, such as the Professional Educators of Iowa, provide teachers with comparable benefits for far less money, and do not interfere so strongly in the nation's political structure, he said.



# Author: NEA's goal is political power

By CONNIE OEHRING  
Staff Writer

The National Education Association is more concerned with power, money, and taking control of the government than with educating children, according to Sam Blumenfeld, author of "NEA: Trojan Horse in American Education."

Blumenfeld is visiting Fairbanks this week to conduct a seminar as the guest of Eagle Forum, a conservative "pro-family" organization.

Blumenfeld said his goal is to "inform the American people as to what has been happening to their educational system, and to show the relationship between the NEA and the disintegration of the American educational system."

The NEA is not an educational but a political organization, he said. "They have spent a lot of time politicizing teachers. The teachers are on a power drive—their goals are not the same goals as those of the American people."

Blumenfeld believes that functional illiteracy and other academic problems today are being deliberately created by the educator. Ever since progressive educational methods became widely accepted, children have been learning to read by psycholinguistic methods, he said. He feels that teaching intensive phonics is the only correct method for teaching reading.

He is skeptical about recent reports of improved SAT scores nationwide. He suspects that scores were higher only because the tests were made easier, he said.

"It would be very easy to solve the reading problem," he said. "We just have to mandate the teaching of intensive phonics in the first grade. But not a single legislature in the union has done that. Why? Because the educational establishment is against it. Why are they

against it? Because their aim is to get us all into a worldwide socialist government."

Blumenfeld said his evidence of NEA goals is drawn from the union's own literature. He claims the union not only supports progressive teaching methods, but attacks traditional ones. The NEA perceives the "New Right" as its main enemy, he added, and is bent on destroying it. He described the New Right as people who believe in Judeo-Christian values and a constitutional form of government, and those that support Christian morality, free enterprise, pro-life, and similar issues.

Blumenfeld believes the NEA has no right to take strong partisan positions such as its opposition to the New Right. He also believes that public employees should not be able to form unions.

"Working for the government should be a privilege," he said. "They should be grateful to the taxpayer and the government for giving them this job. But their desire now is to control the taxpayer and the government."

And the effect of unionizing is to create hostility between the teacher and the public, he said, because the teachers develop loyalty toward their union rather than the government.

Blumenfeld is a former teacher in both public and private schools, but has been a full-time writer since 1970. He and John Lofton, Jr., conducted their first seminar here Monday and will repeat it tonight at 7 p.m. in the Alaskaland Civic Center. They will cover the topics: "Who Owns Your Child?" "The Disaster in American Education," "Where Did We Go Wrong?" and "National and Foreign Affairs—Spotlight on South Africa."

Lofton is a columnist for the Washington Times and former editor of several conservative publications.



# Critic urges removal of children from public schools

By BILL WILCOX  
Globe-News Staff Writer

Education critic Samuel L. Blumenfeld was in Amarillo Tuesday to urge parents to take their children out of public schools, which he said have become breeding grounds for drug addiction, sexual promiscuity, leftist ideas and foul language.

Blumenfeld, a New York native, said he's making speeches around the nation "to inform the American people of the moral disintegration of public education."

He attributed the growth of func-

tional illiteracy in the country to the public schools, claiming the rate of illiteracy has grown to more than 30 percent.

"All of this is being deliberately done by the schools," he said. "The educators are not going to reform themselves."

Blumenfeld, an author of a number of books criticizing public education, said education was being undermined by "humanist" methods of teaching and schools are becoming breeding grounds for drug users, drug pushers, sexual promiscuity, foul language and violence.

"Even teachers are subjected to the violence in the schools," he said.

Blumenfeld said he advocates parents take their children out of public schools and either enroll them in private schools or teach

them at home.

"Very little of a negative nature takes place in the private schools," he said. "We don't hear about them, because they don't make news."

He said state laws in most states have undermined parents' right to teach their children at home.

"The state of Texas has not at all been hospitable to that movement," he said. "Parents have that right. It's an unalienable right."

And the cause of the disintegration of American schools, according to Blumenfeld, is the National Education Association (NEA), the nation's leading teachers union.

"They're no longer an educational association," he said. "They're a political association. That's what they are preoccupied

mostly with nowadays."

Blumenfeld said the NEA pushes liberal views on its members with little or no opposition. He also said teachers tend to be liberal because of the leadership of the union.

But Shirley Thomas, president of the Amarillo Classroom Teachers Association, took issue with the thrust of Blumenfeld's statements. ACTA is the local affiliate of the NEA.

"We're concerned about the children of Amarillo and the education," she said. "But we're not out attacking other organizations."

And she defended her national organization's right to become politically involved.

"NEA is politically involved," she said. "But we're politically involved because we care."



## Education author lashes out at nation's public schools

By BETH FRANCIS  
News-Press Staff Writer

Just as the Chinese used to bind baby girls' feet to keep them from growing, public educators in the United States are deliberately binding children's brains so their minds don't grow, education author Samuel Blumenfeld told a crowd of about 60 Saturday night.



**BLUMENFELD** lashed out at public education during a two-hour speech at the Ramada Inn on the River sponsored by the Tax Reform Immediately (TRIM) Committee.

"Every September, it breaks my heart when 3 million American children enter public schools ready to learn and I know that at least 1 million of them will emerge as functional illiterates — deliberately handicapped by a system that just doesn't care," he said.

Blumenfeld said children don't learn to read because schools teach the "look-say"

method whereby students learn words by recognition instead of the old-fashioned "phonics" method in which students are taught the sounds of the letters of the alphabet.

He said the look-say method was developed at the turn of the century by progressive behavioral scientists such as John Dewey and John Watson, as a deliberate attempt to breed illiteracy in children.

These progressives believed in evolution and socialism and targeted the young in an attempt to bring socialism to the United States, he said.

"They saw high literacy as an obstacle to socialism. Independent intellectuals were not conducive to collective control. They knew the only way to bring socialism to the United States was to dumb down the American people," he said.

Many children are unfairly diagnosed with learning disabilities when, in fact, their only problem is the method by which they are taught to read, he said. The only solution is for parents to pull their children out of the public school system and put them in private schools or teach them in the home, he said.

"There are two forms of child abuse," he said. "The first is abortion. The second is what goes on in the schools today... their object is to destroy the child's mind."



## Local NEA Spokesman Rebuts Illiteracy Charge

By KERRI MORGAN  
Post-Courier Reporter

The author of a book about the National Education Association Monday accused the organization of purposely helping to graduate illiterate students — a charge labeled “absurd” by a local NEA spokesman.

Samuel L. Blumenfeld, a self-described conservative, said he wrote “The NEA: Trojan Horse in American Education,” because he believes the group of 1.7 million members is responsible for the declining U.S. literacy rate.

Martha Kanapaux, president of the Charleston County branch of the National Education Association, responded that Blumenfeld “relies heavily on emotionalism and does not respond to logic. He is a member of a group whose main goal is to destroy public education.”

“The NEA wants to create a Socialist world government,” said Blumenfeld, who was here to address the Charleston chapters of the John Birch Society.

In their efforts to kill individualistic intelligence, (former NEA leader John) Dewey and his followers “proceeded to strip education of mind, soul and literacy,” Blumenfeld said.

Blumenfeld said he believes most teachers who belong to the NEA do as they are told and are not aware of its “secret agenda,” which he said includes values clarification and courses such as sex education. He said schools should teach only basic academic principles and good moral values through religion.

“(Reform) won’t work for one very significant reason. The academic substance of public education today is controlled lock, stock and barrel by behavioral psychologists ... The American classroom has been transformed into a psych lab and the function of a psych lab is not academic excellence.

“Children in public school are being harmed in four ways: Academically through methods producing failure; spiritually because schools undermine the Christian faith; morally because children are in contact with drug users and sexually active people; and physically through assaults.”

“I did not attend (Blumenfeld’s) speech because it is pointless to go to a place where the audience is sympathetic,” said Mrs. Kanapaux. “They make accusations that the NEA controls teachers, but it’s not true. All NEA policies and positions are grassroots decisions approved at conventions by teachers.”

“All of our policies and positions are published,” she said. “We are involved politically to get the resources and funding to create an educational environment in which all children, of any ability and with any learning problem, can learn.

“We are best interested in equity and quality to meet the needs of students and we address the needs of teachers because they are responsible for meeting our goals for students.”

She said Blumenfeld’s charge that the NEA promotes illiteracy as part of a secret agenda designed to create a Socialist world government is “absurd.”



# Author gives U.S. schools failing grade

By THAD OGBURN  
Daily News Staff

Calling American public schools an academic, moral and physical risk to students, an author and former teacher urged parents during a Jacksonville speech this weekend to take their children out of public schools.

Samuel L. Blumenfeld, who has written six books on education, spoke to about 100 local citizens Saturday night about the dangers in the public schools, which he termed a "cesspool." He said parents should put their children in private schools, in church schools or teach them at home.

"I simply tell parents, 'Look, the party's over.' We've had it with public education," Blumenfeld said. "It's a very sorry day when the American public can be taken to the cleaners by the educators."

Public schools, Blumenfeld said, pose an academic risk to students because students are not learning to read well in them. Public schools are a moral risk because of sexual promiscuity and a physical risk because of violence and drug problems, he added.

Humanists control the public schools, Blumenfeld said, and will continue to do so unless parents act by taking their children from the schools.

"As long as they (humanists) have your kids and as long as they have your money, they have every right to be optimistic," he said. "You can't go on building up the enemy and hope to win."



Staff photo by Frank Hartman

## Blumenfeld addresses parents

"The government schools will never — can never — satisfy the needs of the Christian community."

Blumenfeld also localized his speech.

"Everything that is wrong with America is going on right in this town," he said. "You've got all the sin you can possibly take in this town."

Blumenfeld also addressed North Carolina's new basic education program. He said the program is filled with blatant humanism and is appalling.

"Every citizen of North Carolina is a sucker — period — if they are buying that," he said.

Blumenfeld talked at length about the problem of illiteracy in America today. He said reading problems, such as dyslexia, are due to the

teaching methods in American schools.

"You're all being sold a bunch of goods with this dyslexia hoax," Blumenfeld said, claiming that dyslexia did not come about until after the "sight method" began to be used to teach children to read.

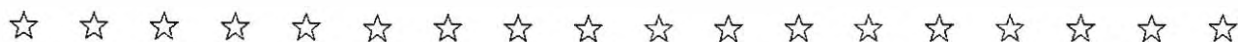
The sight method was criticized by Blumenfeld, who strongly advocated the use of alphabetic phonics to teach reading.

Blumenfeld's speech, which received positive response from the audience, was sponsored through the local John Birch Society's American Opinion Speaker's Bureau.

Blumenfeld said he has spoken in every major city in North Carolina recently to promote his idea that parents should remove their children from public education.



*Due to the programs and policies of the  
NATIONAL EDUCATION ASSOCIATION  
at least ONE MILLION students emerge from  
high school each year as functional illiterates.*

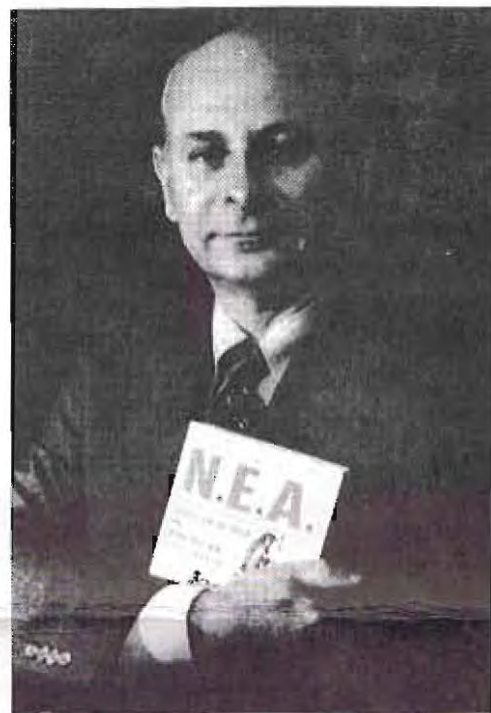


You are urged to hear

**SAMUEL L. BLUMENFELD**  
Distinguished Author and Educator

*discuss his latest book:*

**N★E★A★  
TROJAN HORSE  
IN AMERICAN  
EDUCATION**



**Mr. Blumenfeld warns:**

*A child in an American public school is little more than a guinea pig in a psych lab, manipulated by a trained "change-agent." All of this is being done with billions of federal dollars in the greatest scam in human history. If Americans put up with this much longer, they will deserve the ruin they are paying for.*

Born and educated in New York City, **Sam Blumenfeld** graduated from The City College of New York in 1950, studied in France for two years, then worked for ten years as an editor in the New York book publishing industry. In 1970 he began writing full-time and quickly earned a reputation for accurate reporting, objective scholarship, and refreshing candor in a subject area often befogged by professionalism. Of the six books on education he has authored, this latest is heralded as his finest.

Sam's writings have appeared in such diverse publications as *Esquire*, *Reason*, *Inquiry*, *American Opinion*, *Education Digest*, *Vital Speeches*, *Child & Family*, *Conservative Digest*, *Boston Magazine*, *The Reading Informer*, and others. He has taught in both public and private schools, including a private school for children with learning and behavioral problems.

**Monday, December 9, 1985**

**Savannah, GA** *Ga.*

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**Admission: \$5.00, \$4.00 Advance, \$2.00 Teachers**



# La Habra Community

## Educator blames schools for illiteracy

Mon. Feb. 3, 1986

Daily Star-Progress 9

**LA HABRA** — Author and educator Samuel L. Blumenfeld blames America's widespread illiteracy problem on the nation's government-run school system, citing as proof the 1 million functional illiterates who graduate from public high schools yearly. Blumenfeld is coming to La Habra to address the issue, "Are Public Schools Harming Your Kids?," on Feb. 13 at the Best Western La Habra Motel, 700 N. Beach Blvd. His speech begins at 8 p.m. Tickets are \$5.

Blumenfeld, who has taught in both public and private schools, has extensively researched the background of public schooling in America. The author of two landmark books on the subject, Blumenfeld has discovered that early in their history, public schools were forced to adopt radical teaching methods just because the methods were "new" and "progressive."

Those methods, according to Blumenfeld, have proven to be miserable failures although they're still in use today. He cites the "look-say" reading methods as one example,

comparing it to the traditional "phonics" method. "With phonics," says Blumenfeld, "a student could have a reading vocabulary of 24,000 words by the end of the first grade. But with the commonly used 'look-say' method, the average child has only 1,500 words in his vocabulary by the end of the fourth grade. This grindingly slow pace has tragically kept millions of children from learning as fast as they could."

Blumenfeld blames the use

of these poor teaching methods on an "education-mafia" that gained control of the public school system in the late 1800s. He names such prominent educators as John Dewey and Horace Mann as the "god-fathers" of this monopoly, claiming that they were genuinely opposed to literacy. In addition he refers to the National Education Association as a political lobby and labor union which has institutionalized the destructive teaching methods of the so-called "progressives."

Blumenfeld further attacks the public school curriculum for its blatantly left-wing bias. "This is the work of the NEA," Blumenfeld said. "The NEA is anti-family, anti-business and anti-religion. It's

the local level over what gets taught in the schools.

Blumenfeld's speech is sponsored by local chapters of the John Birch Society. For tickets and information call (714) 99-6479.

2-10-86  
Daily News

Blumenfeld coming Habra to address the issue "Are Public Schools Harming Your Kids?" He will be speaking public on Feb. 13 at the Western Motel, 700 Beach Blvd. His speech begins at 8 p.m. Tickets are \$5.

The author of two books on the subject, Blumenfeld has discovered that early in their history, public schools were forced to adopt radical teaching methods just because they were "progressive." However, according to Blumenfeld, those methods have proven to be failures, although they are still in use today.

Blumenfeld's speech is sponsored by local chapters and ad hoc committees of the John Birch Society. For tickets and information call 699-3501 and 94-2293.

### Public education critics: Blumenfeld slated to speak

Author and educator Samuel L. Blumenfeld blames America's widespread illiteracy on the nation's government-run school system, citing as proof the 1 million functional illiterates who graduate from public education high schools each year.

# Local News



# Critic: Scrap U.S. public school system

By CYNTHIA CHESKI

Californian staff writer

A public education critic says schools are failing children academically, morally, spiritually and physically and parents should abandon their faith in public education. Public educators have proven themselves incapable of teaching children, educator and author Samuel Blumenfeld argues, and should be deserted in favor of private schools that offer morals, reading skills and physical safety.

Blumenfeld brought his message to two Bakersfield Republican groups Tuesday in separate speeches at the Red Lion Inn. At a luncheon gathering of Bakersfield Republican Women Federated, his indictment of the teaching of reading drew warm applause as well as a few warm remarks from educators.

"Let every child get a decent private-school education," Blumenfeld said after his speech. "Let the government pay for the education of everyone in public schools."

"We would prefer for it to be paid for by private and community means. But as a last resort, let the government do it."

Blumenfeld spares few in his indictment of public schools in America.

He accuses education professors of fostering illiteracy to spread socialism more easily among an uneducated populace. He says the National Education Association is more concerned with political goals than education of children.

And he says behavioral psychologists have deceived teachers by telling them children are animals

and can be trained like animals.

But he brought out his heaviest artillery Tuesday afternoon for the education establishment's abandonment of the phonics method of reading in favor of one that he believes "created" learning disabilities.

Phonics break words down into small sounds based on combinations of letters, which then are building blocks for creating words.

"They have thrown out the phonics method and put in a new method — the 'look-say' or whole-word method. The Dick-and-Jane method."

"That's the method that teaches children to read English as if it were Chinese — an ideographic language system rather than an alphabetic system."

For 30 years, Blumenfeld argued, educators have known that showing a child a picture of a horse and then showing him the word "horse" does not teach a child anything about English.

But, he said, the warnings are ignored, and educators have made "a big business out of dealing with remedial reading problems."

"We could change it all overnight," Blumenfeld said, "if only one brave educator would stand up. Where is he?"

The first educator to stand up at the Red Lion and answer Blumenfeld was Ben Bird, director of De-  
tention School Services for the county superintendent of schools' office.

"I think that you criticize and malign in a very offhand manner," Bird told him in a voice full of emotion.



CYNTHIA CHESKI / Californian

Samuel Blumenfeld dismisses notion of learning disabilities

here today at face value," he told the gathering, "then I'm ashamed of you."

"I would just urge you to get out in the schools and see what's going on."

Herbert Cole, superintendent of the Bakersfield City School District, rose and identified himself with a smile as "one of those public educators."

Cole said he agreed with many of Blumenfeld's complaints, but pointed out that Bakersfield City Schools have been teaching phonics for the last 10 years or so.

"Simply saying that the teaching of phonics in the first grade is going

to solve all the problems in public education — well, 'tain't going to happen," Cole said.

"When we go back and talk about education in the 1920s and 1930s — everyone didn't go to school in the '20s and '30s and we all know that."

Blumenfeld agreed that phonics won't solve everything, but he said he believes they're a necessary step to improving education.

"In the Soviet Union, they are literate but the government controls what they read. Our people can read anything they want, but they can't read."

"That's the most effective form of censorship."



# Move to abandon public schools begins

By STEVEN MARK  
Staff Writer

The John Birch Society is launching a major effort in California to encourage parents to abandon public education, a top official with the organization said.

The campaign began in Pasadena Monday night.

"We want to see a continuation of the downward trend in attendance at public schools," said William Jasper, education editor for the society's publication, *American Opinion*, in an interview from the

Birchers' western headquarters in San Marino. "Eventually we would just like to see it whither away and die."

The society's opposition to public education is based on its belief that government should have no role in education, Jasper said. He said the U.S. Constitution does not call for "government-supported" schools.

Carrying the society's message on a statewide speaking tour is public education critic Samuel Blumenfeld, author of "Is Public Education Necessary?" and

"NEA — Trojan Horse in American Education." Blumenfeld, who already has delivered his message in several other states, made the initial appearance of a 27-city California tour Monday at the Pasadena Convention Center.

Blumenfeld contends that education reformers, such as John Dewey, instituted a reading curriculum in the 1930s to "dumb down" the American people

Please see BIRCH,  
Back page, this section

## Birch: Society begins campaign to abandon public school system

Continued from Page A-1

"They were going to change (the United States) into an atheist, collectivist, socialist society," he said Monday. "They wanted to use schools as a way to bring socialism to America."

Blumenfeld's speeches are being publicized through eye-catching mass mailings, flyers and posters that ask "Are Public Schools Harming Your Children?" Radio ads also are being used, according to a solicitation that urges private schools to buy ads in programs that are handed out at Blumenfeld's speeches.

About 150 people attended his Pasadena speech. A Birch spokesman said the society had exhausted funds available to publicize the event.

Frances Vines, principal of the Nazarene Christian School of Altadena, which placed an ad in the Pasadena program, said Tuesday that the school had received no application requests.

She said she did not realize that the John Birch Society was promoting the lecture.

"I would have had second thoughts (about placing the ad) if I had known," she said.

Promotional material for the event said the sponsor was Parents and Neighbors for Better Education in South Pasadena.

Those who attended Blumenfeld's presentation Monday night heard a speech laced with barbs at public schools for teaching evolution and blaming public education for illiteracy, a decline in academic achievement and the high incidence of teen-age pregnancy and youth crime.

Blumenfeld's criticism of public schools' reading curriculum stems from a longstanding debate between proponents of the "look-say" and the "phonics" method of reading instruction.

The "look-say" method, as Blumenfeld described it, consists of teaching students to

identify a word as a picture. Blumenfeld noted that many concepts cannot be described with a picture and that the practice separates the sound of the word from its meaning.

The phonics method, Blumenfeld said, uses the alphabet as the basis for sounding out words and enables a person to teach himself to read, once he has learned the alphabet.

Several listeners agreed with Blumenfeld's assertion that the phonics method was a legitimate way to teach reading, but doubted that the look-say method was intended as a means of installing socialism in America.

"It's a disservice to phonics to say that if you're for phonics than you're against communism," said Marilee Hyman, an education consultant from Temple City.

Some parents agreed with Blumenfeld's criticism of public education, but said they still support public schools. Blumenfeld's criticism would help them observe public schools more closely in an attempt to improve them, they said.

"I don't think we (parents) have let public schools know what we want," said Margie Wilson of Pasadena. "Public schools are going to be there, and we should try to work with what we have."

But Pam Hartman, of Sherman Oaks, whose step-children already attend private schools, said she had been taught to read using the "look-say" method and she would "get intimidated, scared and start stuttering" when asked to read.

Pasadena schools have been using a phonics system starting at the kindergarten level for several decades, Pasadena Unified School District reading director Norma Sandusky-Coombs said in an interview Tuesday.

"Once you have a system for decoding words, you don't need to teach phonics any more," she said.



# Education alternative

## Conservative urges radical change

By LOUISE YARNALL  
Camarillo Daily News staff

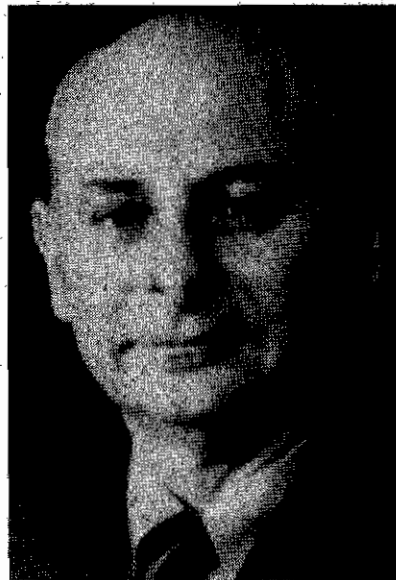
Sam Blumenfeld knows his conservative views of public education are controversial, but he insists "10 million, 20 million" Americans are listening because they think public education has failed.

Blumenfeld says it's time to abandon ship. Public education has had nearly 150 years to prove itself, and it has led to moral degradation, illiteracy, atheism and violence, he says.

Better to teach your children at home or send them to private schools than to subject them to the dangers of public education, according to Blumenfeld.

Ventura County's John Birch Society paid Blumenfeld \$200 and transportation costs to lecture in Thousand Oaks on Wednesday. Before his speaking engagement, the author of "N.E.A. — Trojan Horse in American Education" and "Is Public Education Necessary?" was interviewed.

A Jewish man and a product of New York public schools, Blumenfeld seems an unlikely candidate to be a leader of a conservative, fundamentalist Christian movement opposing



Sam Blumenfeld  
Wants a change

public education.

He describes himself, though, as a Messianic Jew, a Calvinist Jew, who has accepted Jesus as the Messiah. And although he has no children, he says he has witnessed the degeneration of American education first-hand, by traveling around the U.S. and by working as a substitute teacher in the early 1970s.

Through his travels, he has

met many upset, tearful parents who have told him how, for example, "look-say" reading lessons have caused school districts to categorize their children as dyslexics. Look-say reading lessons teach children to identify words by their visual configuration. Blumenfeld supports phonics, which teaches children to read by isolating sounds for each letter of the alphabet.

"People want to know why education is falling apart, why the nation is falling apart," he says. "And they're looking for guidance."

"I'm realistic, not radical. I tell them to stop expecting quality from an institution incapable of giving it to you."

To prove that public education has failed, Blumenfeld points to increasing violence, teen suicides, teen pregnancies, adult illiteracy and declining Scholastic Aptitude Test scores. In "Is Public Education Necessary," Blumenfeld concludes that it isn't because the concept of government-backed education violates the principals of capitalism and democracy and it perpetuates a non-religious, amoral view of the world.

(See Change, page A2)

SAMARILLO DAILY NEWS Feb 13, 1986



# Schools breed illiteracy, author says

By ALEX PULASKI  
Bee staff writer

Public schools are guilty of intentionally encouraging illiteracy, an author and former teacher said Friday.

Samuel L. Blumenfeld, 59, was in Fresno as part of a speaking tour sponsored by the John Birch Society. At a press conference in the afternoon, he said that parents should enroll their children in private schools so they can learn to read the right way.

The right way, according to Blumenfeld, is through phonics. Phonics teaches children how letters and their combinations are sounded before the children are actually taught to read whole words.

But nearly all public schools, Blumenfeld said, use what is called a "look-say" or "whole-word" method. Children are taught to recognize entire words, he said, before they have identified their components.

"The look-say method teaches children to read English as if it were Chinese — an ideographic writing system," he said. "The result has been academic chaos and failure."

The failure is by design, Blumenfeld said.

He said that early-day educators like John Dewey wanted the United States to become a socialist society. To accomplish their goals, he said, they realized that they must create an illiterate populace unable to think for itself.

He compared that tactic with the Soviet Union's use of censorship to control the flow of ideas.

"What better form of censorship

**P**ublic educators, especially members of the National Education Association, Samuel L. Blumenfeld said, have a "left-wing, pro-socialist bias."

is there than illiteracy?" Blumenfeld said.

Blumenfeld said there are 27 million functional illiterates in this country. And he said that whole-word teaching is responsible for the high illiteracy rate because children learn much slower than with the phonics method.

Educators have continued to use the whole-word method because of inertia, or resistance to change, rather than for educational reasons, Blumenfeld said. He said education al leaders like Bill Honig, California's superintendent of public instruction, were derelict in refusing to change the way that reading is taught.

"The state of California in 1982 adopted all look-say textbooks, guaranteeing that you will have a problem with functional illiteracy well into the 21st century."

Blumenfeld also accused public educators, especially members of the National Education Association, of having a "left-wing, pro-socialist bias."

Blumenfeld, who is from Boston, said he had taught for about two years in private schools and about a year and a half as a substitute in public schools. Among the books he has written are "Is Public Education Necessary?" and "NEA — Trojan Horse in American Education."



Fresno Bee

Samuel L. Blumenfeld says reading isn't taught correctly.



Thurs., February 20, 1986

# Author tells why children can't read

## Says students not taught correctly

By MIKE BLAESSER  
Sun-Star City Editor

Why can't Johnny read?

It's a question parents and educators have been asking — and looking for answers to — for years.

But it is a question author and lecturer Samuel Blumenfeld can easily answer. Blumenfeld, who spoke in Merced Wednesday night, says children are simply not being taught how to read by the correct method.

Furthermore, he says, the educational establishment does not want the correct method taught.

In an interview before his Merced County Fairgrounds presentation, Blumenfeld, who has taught in both public and private schools and authored seven books on education, said public schools are teaching the wrong method of reading. The result: students who become functional illiterates.

Public schools, said Blumenfeld, teach reading by the "look-say" method, which teaches children how to read by recognizing whole words, rather than the sounds of the letters that make up the words.

Blumenfeld advocates what he calls "alpha-phonics," which is learning the letters of the alphabet and their associated sounds.

Blumenfeld estimates 85 percent of the public schools use the look-say method, while 85 percent of the private schools use the phonetic approach.

"The correct method is being taught in the private school, the malpractice method is being taught in the public school," Blumenfeld said.

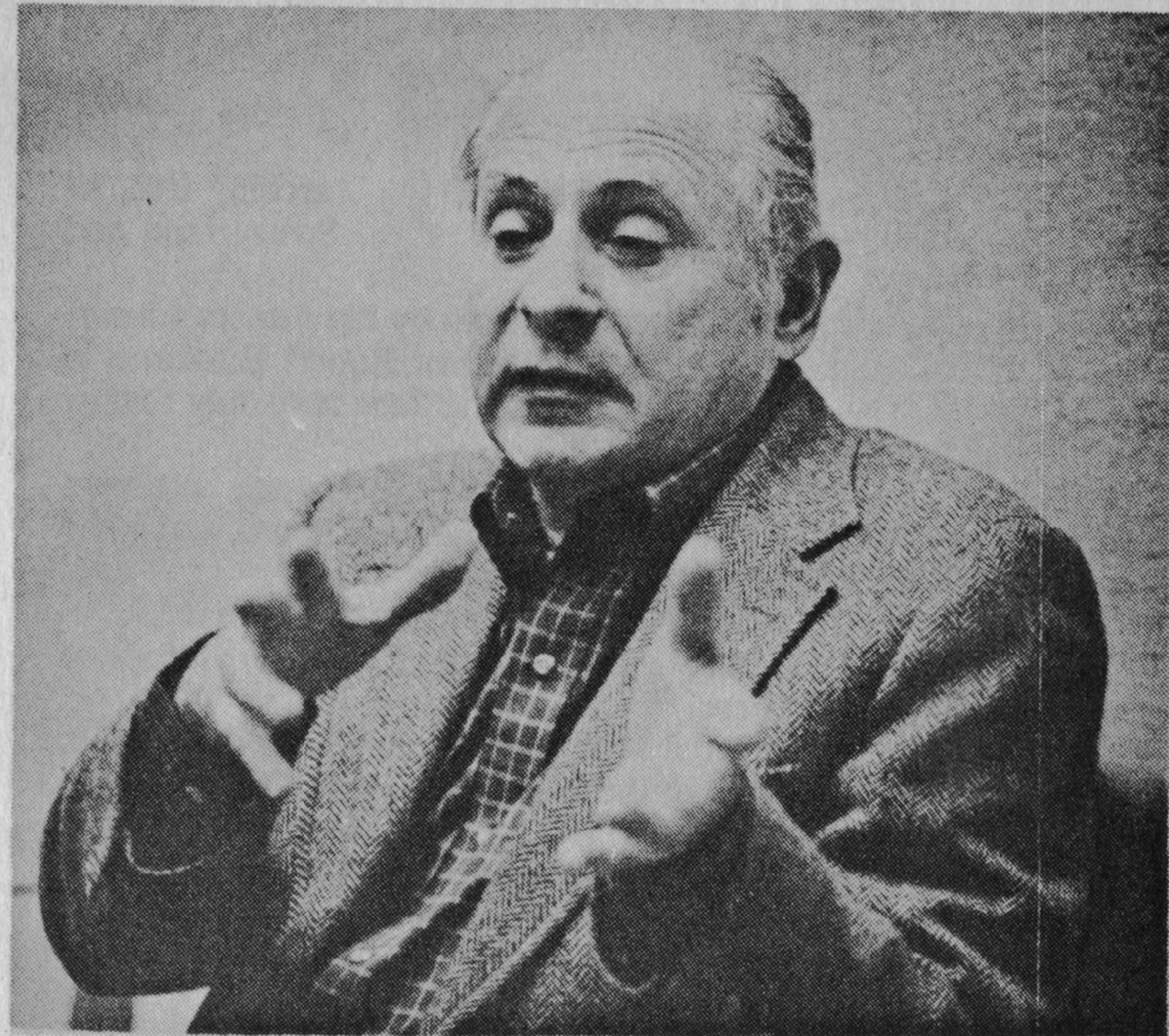
Schools could switch "overnight" to phonetics, said Blumenfeld, but he believes educators don't want to.

"Educators are deliberately dumbing down the American people," said Blumenfeld. The reason, he said, is to push America to socialism.

People with high intelligence, he said, "can stand on their own two feet and think for themselves." That stands in the way of socialism, Blumenfeld said. By keeping people illiterate, socialism is easier to promote.

Blumenfeld's speaking engagement in Merced was sponsored by Parents and Neighbors for Better Education, an ad hoc committee of the local John Birch Society chapter. Blumenfeld is a speaker for the American Opinion Speakers Bureau, a branch of the John Birch Society.

Blumenfeld said before the turn of the century, phonics was the method of choice for teach-



Samuel Blumenfeld makes a point in describing why children can't read.

Sun-Star Photo by Jim Byous

ing reading. But "progressives" interested in turning the country to socialism promoted the look-say method, which caught on and remains today.

Teachers may teach the look-say method because it is the only method they know, but university professors, the ones who teach the teachers, promote the method because they "want to continue to dumb down America," Blumenfeld said.

Blumenfeld, who has been lecturing on his theory for about a

year, said he believes he is the first writer in America to promote the theory.

Blumenfeld said it is up to parents to demand the phonetic approach be taught. He suggests a class action lawsuit be brought against districts, publishers of textbooks, education professors and teachers, charging them with crippling their children's reading abilities.

"I think a successful lawsuit would change things drastically," he said.



# Shun 'death' course, schools are urged

By MICHAEL FALLON

SACRAMENTO UNION EDUCATION WRITER

Despite the sharp rise in teen-age suicides, schools should not offer courses in "death education," a conservative author and lecturer said here Monday.

"This is a spiritual matter, and schools should not get involved in spiritual things. You take this up with your ministers and not with so-called counselors and psychologists," Samuel L. Blumenfeld said in an interview.

Blumenfeld, in Sacramento for a lecture, said that schools "should not dwell on such morbid subject matter" as suicide.

"If you discuss suicide at length and tell children they're products of evolution and have nothing to look forward to but nuclear holocaust, you create incredible despair."

Under 1983 state legislation authored by Sen. Robert Presley, D-Riverside, the state Department of Education is field-testing a five-lesson curriculum in suicide prevention for high school students and helping to establish pilot peer-support groups among students.

There also have been in-service training classes for teachers and

workshops for parents to educate them about teen suicide.

"We know that youth suicide is the second-leading cause of death among young people aged 15 to 19, topped only by accidents," said Mary Weaver, manager of the department's school climate unit. "Nationwide, every 90 minutes, a young person commits suicide."

Weaver said in a separate interview that the suicide-prevention program, now getting field tests in Los Angeles and San Mateo counties, seeks to make students aware of the "warning signs, the stress signs" of young persons who could become suicide victims.

Students also will get information on how to help their troubled peers find some assistance in working through whatever problems are bothering them, she said.

Blumenfeld, who is based in Boston and served as a high school substitute teacher for almost two years, said he had been informed of some death education programs in which students were taken to funeral homes.

Death education, he said, "should be investigated as a possible cause for the increasing number of teen-age suicides."



# Speaker sees a conspiracy for illiteracy

By Virginia Hennessey  
Staff Writer

Education crusader Samuel Blumenfeld told a small audience Wednesday the illiteracy problem in America is a conspiracy by socialist educators who are responsible for everything from teen-age pregnancies and drugs in the high schools to satanic worship and cannibalism in the United States.

An outspoken critic of the National Education Association whose local appearance was sponsored by the John Birch Society, Blumenfeld told about 40 people that early NEA members like a John Dewey and other progressives set a secret agenda many years ago to turn America's children into "little socialists" by rendering them illiterate.

To do this, he said, they threw out the phonetic method of teaching reading and introduced the "look-say" method which, "teaches English as though it were Chinese."

In setting their sights on a socialist America, these progressives rejected religion and the written word of the Bible, turning their faith instead to science, evolution and behavioral psychology as taught by Ivan Pavlov and B.F. Skinner, he said.

They took over the teaching schools, waited 30 years until all the old-school superintendents retired or died, all the while putting their own teachers in place, then took over the system and introduced the look-say teaching method.

Look-say, as opposed to phonetics, teaches children to recognize a word as though it were a picture. It shows a child the word "horse" and then a picture of a horse so the child will associate the two. It turns the English language into a group of pictures, he said, similar to Chinese writing.

Blumenfeld said the current international trend to use pictures rather than words on road signs is part of the progressive agenda, necessitated, he surmised, by the fact no one can read.

Phonetics, which was successful for hundreds of years, teaches children the sounds of each alphabetic letter so they read sounds instead of pictures. After the alphabet was introduced about 2000 B.C., he said,



Samuel Blumenfeld explains his views on education to meeting

ideographic writing like Chinese was considered to be pagan idolatry because God's word was handed down in alphabetic writing.

Dewey and the progressives knew the look-say method would cause irreparable harm to children's minds, Blumenfeld said. They were warned it would, but that was the goal — to eradicate the independent American mind, he continued.

According to Blumenfeld, their goals are being met. He estimated the U.S. illiteracy rate is approaching 40 to 50 percent. There are possibly 58 million Americans who are functionally illiterate today and the schools graduate about 1 million functional illiterates each year.

The difference between a simple and a functional illiterate, he explained, is that a simple illiterate is one who has never been taught; a functional illiterate is one, on the other hand, who went through as many as 12 years of schooling and still can't read.

"You have to go to school to become a functional illiterate," Blumenfeld said. "Our schools now specialize in producing functional illiterates. It takes great skill to perform such sleight of hand."

The former educator said today's progressives have invented dyslexia as a way of explaining to the world why Johnny can't read. Dyslexics are then given Ritalin, turned into "little zombies" and labeled "learning disabled."

"We are deliberately creating learning-disabled children," Blumenfeld said, and it is these children who are largely populating most of the federally funded programs for the handicapped.

All the while, he continued, professors are laughing all the way to the bank. Whereas only

one small phonics book and a slate are needed to teach phonetically, look-say requires whole sets of books for each grade level.

"Publishers are having a field day selling books to schools," said Blumenfeld, "and the professors are making millions on royalties. They're getting back-aches carrying their satchels of money to the bank."

Illiteracy is not the only result of this agenda, according to Blumenfeld. In rejecting the word of God, the Progressives also rejected God's explanation for man's evil — that man is inherently "sinful and depraved." While teaching children as psychologists have taught animals — "as though they were (Pavlov's) dogs" — they have encouraged them to behave like animals.

This has resulted in free sex in the high schools, thus teenage pregnancies. This reversion to man's evil-by-nature and rejection of God has also brought with it heavy drug use and worse.

"You can't look at a Bible," he warned, "but you can get involved with things like geons and Dragons. Some of the teachers act as coaches."

The medieval fantasy game teaches children demonology and satanic worship, he said. "Every high school has its little group of devil worshippers."

He said this trend has led to large groups of satanic workers who have murdered thousands of children in sacrifice. There have been numerous reports of such rituals in the last few years, though police have never found any evidence.

Blumenfeld said this is because they burn the bodies and take out the heart, "cut it into little bite size chunks and pass it around."

"College graduates," he concluded, "are becoming cannibals."



# Author Blumenfeld Advocates Abandonment Of Public Schools

By J. TODD POSTER

News-Free Press Staff Writer

Public schools should be totally abandoned because of a lack of spiritual content and lack of emphasis on basic academic skills in their curriculum, a renowned author said while in Chattanooga today.

Scheduled to speak here tonight under sponsorship of the Larry McDonald Crusade To Stop Funding Communism, Samuel L. Blumenfeld of Boston, Mass., said in a morning interview that public schools pose risks in three areas to their students:

- Academically — One-third of all public school students graduate as functionally illiterate.

- Spiritual — Students' religious faith is undermined by humanism taught in public schools.

- Moral — Public school students come into more contact with drug users ("Public schools are a breeding ground for drug traffic"), sexually precocious youth and the "wrong element."

Mr. Blumenfeld said Christian private schools and home schools are burgeoning because of a "humane approach to education and downgrading of basic academic skills" in public schools.

He defended home schooling but called state-imposed educational requirements for parent teachers "ridiculous."

"There are some teachers in public schools with all the credentials in the world who still can't teach. Home schooling falls outside the parameters of state control and should not be under any control," he said, calling teachers of home schools the "most conscientious teachers anywhere in the U.S."

During his speech tonight at Jaycees Tower I at 8 p.m., Mr. Blumenfeld also will discuss his latest book, *N.E.A.: Trojan Horse In American Education*, the "first critical study" of the National Education Association in which he ridicules it for advocating teacher involvement in politics, causing teachers "to become partisans in a very volatile arena and, as a result, lose the respect that

once characterized the teaching profession."

Mr. Blumenfeld, the author of six books on education, said the NEA has allied itself with the radical left on such issues as nuclear freeze and Marxist revolution in Central America and has authored a manual that chastises the "New Right." The NEA manual, "Combating The New Right," he said, includes an "enemies list" of conservative religious and economic organizations.

Citing the claim by NEA Executive Secretary Sam Lambert that the NEA would become a "political power second to no other special interest group," Mr. Blumenfeld accuses the national organization of being "a private union that wields the power of government to crush its private competition. It wants to own American education as its exclusive fief." Its goals are political and social, not academic," he said.

Born and educated in New York City, Mr. Blumenfeld graduated from the City College of New York in 1950, studied in France for two years and later worked for 10 years as an editor in the New York book publishing industry.

He began writing full time in 1970, and his works include *How To Start Your Own Private School — And Why You Need One* (1972); *The New Literates* (1973); *Is Public Education Necessary?* (1981), called a "brilliant revisionist history" by For-



SAMUEL BLUMENFELD

une magazine, *Alpha-Phonics: A Primer For Beginning Readers* (1983), and his latest book, on the NEA.

A nationally known speaker, Mr. Blumenfeld has taught in both public and private schools, including a private school for children with learning and behavioral problems, and has participated in several educational conferences.

Admission to his speech tonight is free and open to the public.





Times-News photo/SKYE SAVESON

Lecturer Sam Blumenfeld said Wednesday that teen suicides can be attributed to 'death education' classes

## Short on specifics

### Crusading critic of public education fires volleys at schools

by JANE ROBISON  
Times-News writer

TWIN FALLS — A nationally known critic of public education brought his crusade to Twin Falls Wednesday, but in a meeting with the news media was unable to document many of his allegations.

Lecturer Sam Blumenfeld, author of "NEA — the Trojan Horse in American Education," held a press conference Wednesday to "awaken American parents to the extreme dangers" facing their children in public schools.

He was in Twin Falls at the invitation of Concerned Women for America, a conservative Christian women's organization, which sponsored his appearance Wednesday night at the Holiday Inn.

Blumenfeld said children are harmed in four ways: academically, spiritually, morally and physically through physical acts of violence in schools.

He chastised public schools for turning out 30 percent of its students who are "functionally illiterate." And he charged that the system is designed to produce students who cannot read, that they will remain "dumb" and pliable to

help the United States move toward socialism.

Blumenfeld was billed by the CWA as a man who had "extensively researched the background of public schooling in America."

But when he was questioned on specifics, he admitted that he was more interested in relaying "generalizations" on the education system.

"I just got off the plane in Twin; it's unrealistic to think I would know specifics about schools here," he said.

Blumenfeld said public schools are too far gone to change. The only hope for parents is to enroll their children in private schools, which he said produced a higher-quality student.

As proof, Blumenfeld said he was recently at Bob Jones University, a fundamentalist Christian college in Arkansas, where he said recruiters from major businesses were swarming around campus to hire graduates.

"They're the ones who are getting jobs," Blumenfeld said.

When asked if he had statistics showing that students from private schools are hired more often, Blumenfeld said he did not.

"I assume it's a higher percentage, but I cannot say for sure," he said.

Blumenfeld was questioned about the basis for his charge that students in private schools

receive a more rigorous education. He admitted that he had not seen the ACT scores of students from private schools.

"I doubt they would release those," he said.

Blumenfeld was asked how often he visited public schools to study what students are being taught.

"I was a substitute teacher for 1½ years," he said. Asked when he was a substitute, Blumenfeld said he taught in 1970. "It was bad then, I assume it's gotten worse."

Blumenfeld attributed teen suicides to what he termed "death education" classes, which he said were being taught "in all schools."

Blumenfeld said the classes take young children to mortuaries and cemeteries and have them write their own obituaries in class.

When asked for specific schools where it was being taught, Blumenfeld said, "I assume all schools use the same textbooks; and it's being taught in all schools."

Twin Falls School Board Trustee Gary Fay called the charges ridiculous.

"Fortunately, he doesn't live in and around our community, so we don't have to listen to his foolish comments all the time," said Fay. "His claims are absurd and have no connection with the curriculum in our schools."



# Author calls school a moral pollutant

By Joan Abrams  
of the Tribune

A freshman assignment from Clarkston High School is one of the worst examples of "moral pollution" in the classroom he has ever seen, Samuel L. Blumenfeld said Thursday.

The assignment asks students to decide who should live and who should die in a situation following a nuclear holocaust.

"This is not a task for a 14-year-old," he said.

Today's public school classrooms are rife with such examples of "spiritual and emotional molestation," according to Blumenfeld. "If it's going on in Clarkston, it's going on everywhere."

Blumenfeld, author of six books on education and staunch

opponent of the National Education Association, was at Lewiston Thursday to give a speech sponsored by the ultra-conservative John Birch Society.

His topic during his evening talk was "Are Public Schools Hurting Your Kids?"

His answer is an emphatic "yes."

During an interview earlier in the day, Blumenfeld produced an assignment from a required freshman course in personal development at CHS.

The situation is that of 15 people left on earth in a bomb shelter with supplies enough for only seven to survive until it is safe to resurface. Included is a description of each of the 15 people, listing age, race, education and lifestyle.

Students are told "It is your

See **Schools**, Page 5A

## Schools

task to decide which seven persons will survive. Be prepared to justify your choices."

"These children must decide who should live and who should die. They must condemn to death eight people. Why force them to make what I consider a traumatic decision? It's not real life," Blumenfeld said. "It's horrendous."

Clarkston High School Principal Mark Mitrovich defended the assignment as one that teaches students the "process one goes about in making choices."

Mitrovich said the experience would not scar students and the exercise is not unrealistic in this age of nuclear threat. To not discuss such issues would be a disservice to students, he said.

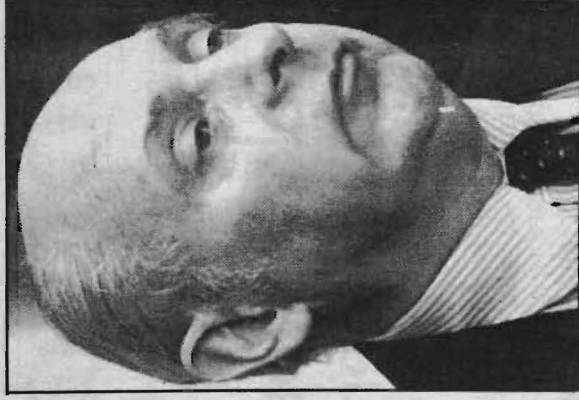
"I stand behind what's going on in that class wholeheartedly," he said.

But Blumenfeld said he did not think the class teaches the students anything. "It just depresses them."

Blumenfeld also finds "horrendous" what he says is the increasing number of "functional illiterates" graduating from the public school system. This is because the public school curriculum focuses on values and social skills, not academic and thinking skills, he said.

He contends an ever-growing number of students are being made learning disabled because of teaching methods in the public schools. Traditional, proven methods have been cast aside in the name of progress when the real motive is an attempt to "dumb down" America, Blumenfeld said.

The "educational mafia" that gained control of the educational



Samuel L. Blumenfeld

system in the 1920s and 1930s thought high literacy was an obstacle to their goal of socialism, according to Blumenfeld. They "reformed" education, abolishing methods such as using phonics to teach reading.

"With phonics, a student could have a reading vocabulary of 24,000 words by the end of the first grade," he said.

The standard "look-say" or psycholinguistic reading method used today is "grindingly slow" in comparison and has kept students from learning as fast as they could, according to Blumenfeld.

He said half of the population of the United States is in a borderline situation of being illiterate.

Educational mafia followers

are current education professors and state school administrators who push the same ineffective teaching methods, though not from any continuation of their forebears' motives, Blumenfeld said.

"Today, they don't even have to conspire any more. It has its own inertia now."

Blumenfeld's solution to improve education is to "deregulate" or do away with the public school system. "The public schools are incapable of giving parents what they want," he said.

"In any school system you will have children who emerge unscathed and manage to survive, but we have to judge (the system) on the number of failures.

"You wouldn't fly an airline with a 30 percent failure rate. The amount of failure (in public schools) is unacceptable," he said.

He said it will take a grassroots effort by parents to change schools. And if the system doesn't heed the outcry, public schools will be abandoned, or become "dumping grounds" for children of parents who don't care, Blumenfeld predicted.

"Public education is on a collision course with the parents of America."

## Highway buttered

Associated Press

ST. LOUIS — A tanker truck owned by a chocolate company leaked 6,500 gallons of cocoa butter on Interstate 44 Thursday. The resulting 11-mile grease stain, "worse than ice," caused numerous accidents and injured several people, one seriously, police say.



# Fundamentalist blames schools for 'dumbing down' of America

By **REBECCA JONES**

Rocky Mountain News Jefferson Bureau

Samuel Blumenfeld sees a conspiracy afoot to rob Americans of their ability to read and write, thus paving the way for a socialist takeover.

He calls it the "dumbing down" of America and lays the blame squarely on the public schools' doorsteps.

"You put a child in the public school, the risk is that the child will become a functional illiterate, an atheist, or join a cult or Satanists, get involved in Dungeons and Dragons, get involved with drugs, your daughter may become pregnant. All these things are possible," said Blumenfeld, an outspoken fundamentalist and the author of seven books lambasting public education and the National Education Association.

"I believe it's time for Christians to just abandon the public schools," he said. "I think Christians must learn that the public schools can never, will never, serve the needs of the Christian community."

**BLUMENFELD IS** in the Denver area this weekend to address the Home Educators Conference, meeting today and tomorrow at the Cherry Creek Baptist Church.

Between 200 and 300 parents — many of whom have pulled their children from public and private schools to teach them at home — are expected to attend. They'll discuss their fears about public education, different ways of teaching their children at home, and the home-school teaching materials available.

Also addressing the conference will be Ed and Sharon Pangelinan, an Alabama couple who spent 4 months in jail for refusing to send their children to school, and Bill Jack, head of the Caleb Campaign, a home-schooling support group.

Blumenfeld accused public schools of "a form of spiritual and emotional child molestation" by exposing them to sex education, death education, values clarification and other activities he believes harm children.

He also blamed teaching practices for the nationwide slide in literacy rates.

Leona Hemmerich, founder of H.O.M.E. (Homes Offering Meaningful Education), and a candidate for the 5th District seat on the state board of education, said the conference will provide parents who teach their children at home with resources and new ideas.

"What we're doing is based around a Biblical foundation from a Christian perspective," she said.

Hemmerich said an estimated 1,400 families statewide now teach their children at home. Many are fundamentalist Christians who believe public schools — and even private Christian schools — aren't adequate.

Hemmerich, who pulled her two children from public schools 4 years ago and has been teaching them at home since, said state edu-

cation officials are taking a hard line with home schoolers and predicted more parents will be prosecuted under truancy laws.

State law permits parents to teach their children at home if they follow a prescribed curriculum and if they agree to cooperate with local school officials to ensure the children receive an adequate education. Some parents object to those guidelines, believing the state should have no control over home schools.

"Obviously not all parents are capable, nor do all parents want to teach their children at home," said Blumenfeld, "but generally, those who do are quite capable. And now there is available to any parent any number of excellent home schooling programs."

**"THE PROGRESSIVES** who have made all these changes believe that high literacy is an obstacle to socialism. Their aim was to lower the level of literacy in this country, to dumb down the American people. And the best way they found they could do this was to change the way children are taught to read," he said.

Most education officials scoff at Blumenfeld and reject his theories as irrational.

"Public schools are responsible for providing the degree of literacy in society that we do have," said Deborah Fowler, director of public affairs for the Colorado Education Association. "The declining literacy rate is caused by societal changes. Reading is no longer valued. Kids sit in front of the TV for hours. They don't want to read, they want to be entertained, and schools can't change that in 6 hours a day."



# Public schools harm youths, author says

By MARK HORSTMAYER

Register Staff Writer

An education author urged parents Friday to abandon public schools because their children are at great risk attending them.

Samuel Blumenfeld of Boston, Mass., who has written six books on education and who calls the National Education Association the "Trojan horse" of American education, said parents should "get their children out and put them in home schools, church schools or private schools. They're playing Russian roulette with children in public schools.

"Parents have perceived that public schools have failed. Schools are not teaching basic skills. Public schools do everything they can to undermine religion," Blumenfeld said during a press conference in Des Moines Friday.

He said children in public schools are at risk academically, spiritually, morally and physically.

He also said that public schools are to blame for the 6,000 teenage suicides in America last year because "they teach youngsters to hate life" through classes on death and dying as well as values clarification methods.

Values clarification methods attempt to help youngsters understand how they developed their value system and how they will develop other values.

For example, youngsters are asked who should die first if they are in a crowded lifeboat with their grandmother and sister, Blumenfeld said.

He also said that a classic battle is shaping up in Iowa, particularly between Christian parents and organized education over educational freedoms.

Guy Rodgers, the legislative liaison for Iowans for a Moral Education and Iowa Lobby for Constitutional Liberty, which sponsored Blumenfeld's visit, said the group has endorsed Gov. Terry Branstad in his bid for re-election. Branstad supports a recommendation that allows non-certified teachers to instruct children in home schools.

Branstad's opponent, Lowell Junkins, supports regulation of home schools.

2A / THE DES MOINES REGISTER ■ Sat., June 28, 1986

## METRO/IOWA NEWS



# Author claims public schools aim to 'destroy Christian faith'

By BETTY BRENNER  
Journal religion editor

Five years ago Samuel L. Blumenfeld asked in print, "Is Public Education Necessary?"

Thursday he answered firmly, as he did then, "No."

"Society does not need publicly owned schools," he said in an interview. "If the private schools are doing well, why doesn't government get out of the business and pay tuition to the private schools for educating the poor? Why shouldn't the poor go to good private schools?"

Blumenfeld, author of such books as "Is Public Education Necessary?" and "NEA: Trojan Horse in American Education," is speaking today at the annual teachers' convention of the Michigan Association of Christian

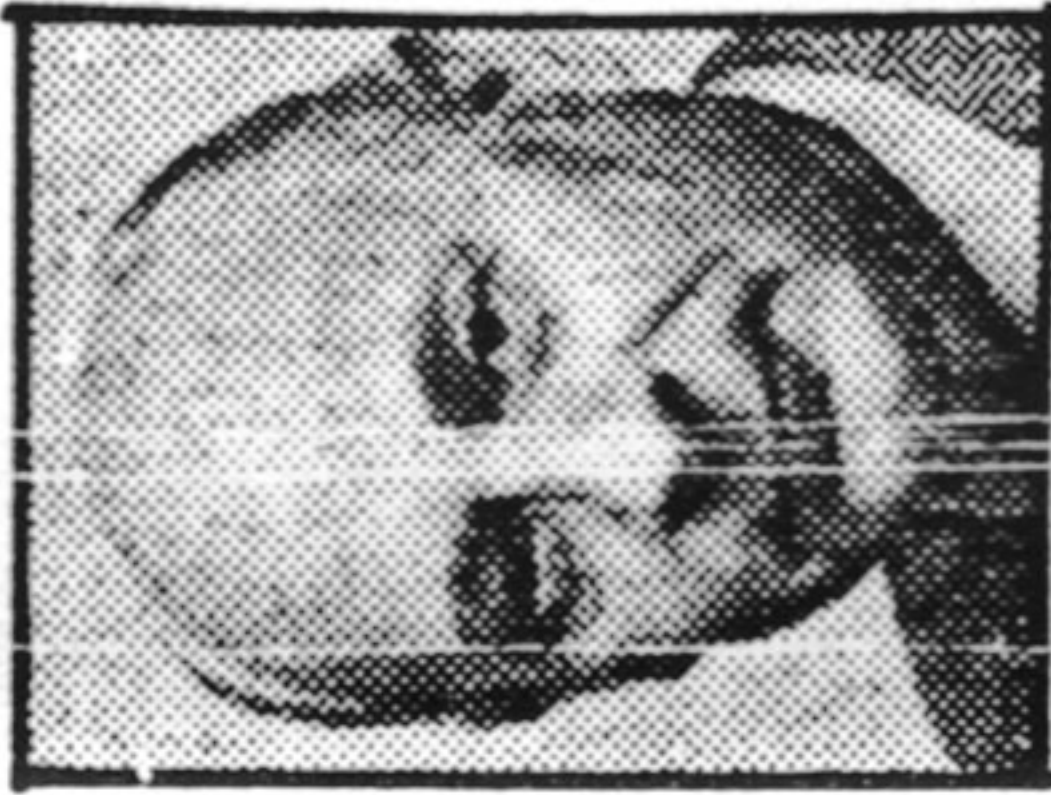
Schools at the Hyatt Regency Hotel.

In the interview, Blumenfeld said, "I tell parents that children in public schools are at risk four ways."

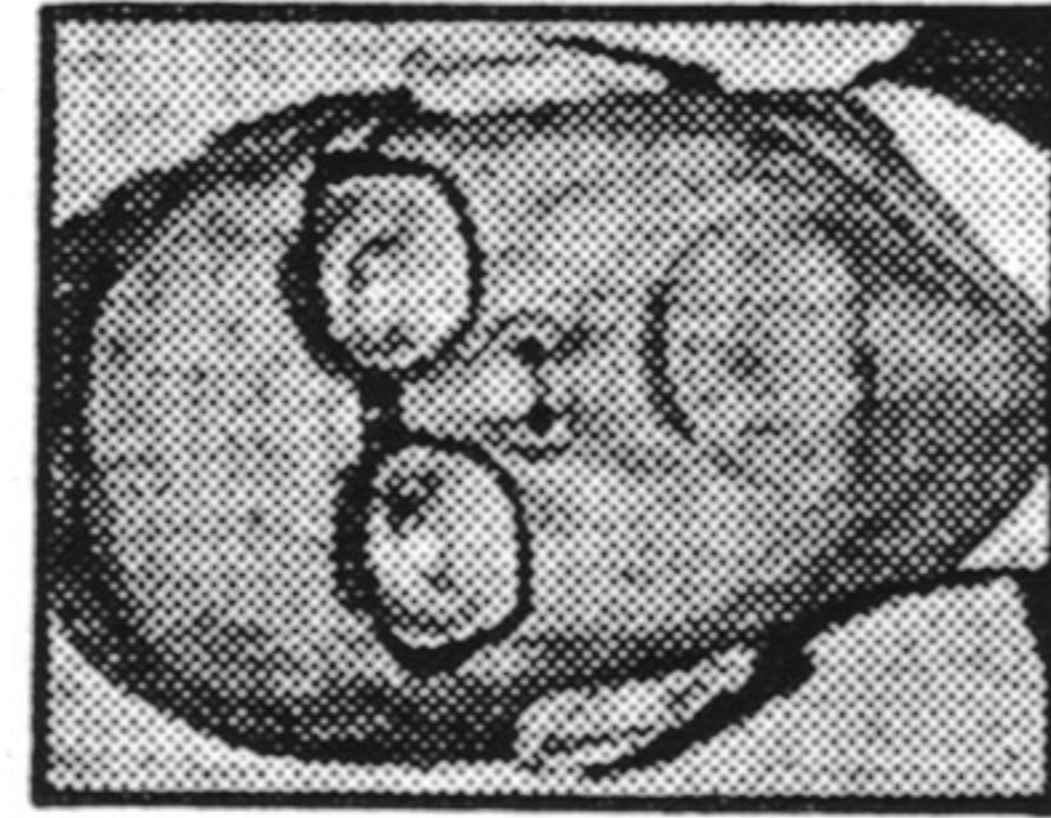
● Academically. One-third of all Americans are functionally illiterate and that is caused, he said, because few teachers teach phonics any more.

Part of the reason for that, he said, is methods of education fostered by such people as John Dewey and Charles Judd "dumb down" Americans by design. Those educators wanted to make society socialist, collectivist and atheist, he charged, and to do that they had to limit Americans' ability to think, "so they will be amenable to the elite at the top, who will do the

troublemakers in public schools is



Blumenfeld



Hyles

thinking for everybody."

● Spiritually. "The public schools are doing everything in their power to destroy Christian faith." Situation ethics, sex education, death education, the teaching of evolution and values clarification all undermine faith, he charged.

● Morally. "The child meets drug users, drug pushers, blasphemers and sexual offenders."

● Physically. "The public schools are very violent places."

The answer, he said, is to eliminate public schools.

The troublemakers would cause less trouble in private schools, he said.

"One of the reasons you have

children in a good religious school, they would have a totally different kind of behavior. There still would be behavioral problems, but not like the public schools."

The private schools still could expel problem children because "there will always be private institutions that will deal with problem children."

The private schools, he said, "have to deliver" or lose parents' loyalty and enrollment of children. "But with the public schools, the more failure you have, the more government money you get. Creating kids who read does not get you Chapter 1 money."

Yes, he said, he prefers education as he knew it as a child in the 1930s. "In those days, a teacher still had a vision of what education was about — teaching you basic

academic skills. Today it's to indoctrinate, to manipulate."

Thursday night, the Rev. Jack Hyles, pastor of the 72,000-member First Baptist Church of Hammond, Ind., told the teachers, principals and ministers to pray often and regularly.

"We love God, but we don't know God," he said. "Probably everyone in this room loves God, but you want the preacher to bring you a message from God, a convention, somebody on the TV set, somebody in a book."

"I want you to know there is a God in heaven who wants to spend time with you. Why don't you spend some time with him and get to know him? Our heroes will pass off the scene, but our God is the same today, tomorrow and forever, and we don't know him."



# Educator believes public schools have let us down

By LUCILLE HENDRICKSON  
 Tribune Staff Writer

Samuel L. Blumenfeld believes public education has failed the American people and says parents should place their children in private, church or home schools.

The New York educator/author spoke Tuesday in Bismarck, sponsored by the Bismarck-Mandan chapter of the John Birch Society.

Blumenfeld claims that a million students graduate from the public schools as functional illiterates each year because of the method used to teach reading.

He blames that and a host of other ills he sees in public educa-

tion on such groups as the National Education Association and the International Reading Association.

Strong words — inflammatory in the eyes of the large majority of American people who, while willing to concede there is plenty of room for improvement, see the public school system as one of the cornerstones of our democracy.

His comments on the public school system are all the more unsettling because he does not fit the picture of the wild-eyed radical dredging up extremist views from a morass of ignorance.

Blumenfeld is soft-spoken and erudite. A graduate of City College of New York, he has taught in both

public and private schools, and his writings on education have appeared in well-known national magazines.

He is courteous and will politely concede a small point or two when his views are challenged. But he's unassailable in his convictions.

When it is suggested that if the public schools are failing children, it would be better to reform rather than reject them, Blumenfeld says the public school system is beyond reform because it is controlled by the behavioral psychologists who became entrenched in the system at the turn of the century.

When challenged about the financial burden private education

would place on most families, he says the children are worth the cost, and that more churches should provide low-cost schools for children.

He claims the behavioral psychologists forced the public schools to adopt radical methods to teach reading that have proven to be miserable failures.

Phonics should be and once was the foundation for teaching children to read, he said. But the progressives/behavioral psychologists, he said, succeeded in getting schools to adopt the look-say method in which children are taught whole words rather than first teaching them units of sound.

Blumenfeld said Rudolf Flesch blew the whistle on the look-say method with his famous book "Why Johnny Can't Read."

It caused a tremendous stir but the professors of education who were the authors of the look-say textbooks were furious with him. They turned the entire teaching profession against him. They created the International Reading Association, which remains today in control of how reading is taught in the public schools," he said.

Today's psycho-linguistic method of teaching reading is just another name for the look-say method with a token amount of phonics thrown in, he said.



We lived in Neenah & 2 of our 4 girls were born there. The senior Kimblys & the Pinkertons were our close friends, & those so much older than we were, much of my idea of crusading for better reading methods was inspired by them.

# Fox Cities/Regional

Wednesday Oct. 15, 1986 Post-Crescent Appleton-Neenah-Menasha, Wis. B-1

## Illiteracy excuses rapped

By Kathy Walsh Nufer

Post-Crescent staff writer

America has an illiteracy problem, and author-educator Sam Blumenfeld lays the blame squarely in the lap of public education.

Parents who put their children in public school face a 30% risk of those youngsters becoming functionally illiterate, Blumenfeld told listeners Tuesday as he described at length how the public school system is damaging children and "dumbing down America."

Blumenfeld's appearance in Appleton was sponsored by the Larry McDonald Crusade to Stop Financing Communism. In the audience were members of the John Birch Society, a number of Christian school supporters, home schoolers and several public school teachers curious to hear Blumenfeld's criticisms.

Blumenfeld, an advocate of intensive phonics as the solution to illiteracy, believes a "quasi-conspiracy" of cynically minded psychologists, behaviorists and education professors are responsible for concocting the less effective look-say approach in the 1930s.

The conspirators' purpose in replacing the alphabetic method with the ideographic, look-say method using symbols was tied to a plot to socialize and hu-

manize America, Blumenfeld said, noting that progressives like John Dewey and his colleagues considered high literacy an obstacle to socialism.

It wasn't until 1955 that Rudolph Flesch, author of "Why Johnny Can't Read," finally blew the whistle on the ideographic method of teaching reading and pushed for a return to phonics.

Apparently, Blumenfeld said, many public educators still haven't seen the light.

He thinks everyone could learn to read if legislators would mandate intensive phonics, but said the legislators won't because they are controlled by the National Education Association and its affiliates.

He offered his book — "N.E.A. — Trojan Horse in American Education" — as documentation of his research.

Educators give all kinds of excuses for the illiteracy problem ranging from dyslexia to lack of motivation, he said, but there is no excuse.

Children just aren't being taught to read properly. Public schools now specialize in producing functional illiterates, he said, as they pretend to educate children with special books, special reading programs and specially trained teachers.

The look-say method of teaching reading turns children who come into first grade "very learning able" into the learning disabled, Blumenfeld stated, adding that "Learning disabilities is the single larg-

Continued on page 2

## Illiteracy...

(Continued from page 1)

est growth industry in education today." He cited statistics that show the category increasing from 796,000 children nationwide in 1977 to 1.8 million in 1984.

Blumenfeld questioned why the number of children with learning disabilities continues to increase, while the numbers of children in other special education categories remain fairly static.

To those who would argue that educators are better able to identify learning disabilities today, Blumenfeld answers that educators "can also manufacture them better."

Blumenfeld's lengthy address moved from a promotion of intensive phonics to a criticism of public schools in general. He warned against the dangers of teaching sex education, values clarification, situational ethics, decision-making skills and death education.

No wonder there has been an increase in teen suicide, he said. "Values clarification teaches hatred of life. Death education teaches love of death."

The whole program, he said, "is calculated to drive the children insane."

The public school is where you find sexual promiscuity, blasphemous language, drugs and violence, he said, and the only solution for parents is "to take the children out."

He doubted that public education will reform.

According to Blumenfeld, public education is not going to develop academic excellence, nor is it going to give children the moral and spiritual guidance they need.



# Fox Cities/Regional

Wednesday Oct. 15, 1986 Post-Crescent Appleton-Neenah-Menasha, Wis. B-1



Post-Crescent photo by Bob Egan

"The whole format of public education is made for the convenience of teachers..."  
Sam Blumenfeld

## Illiteracy...

(Continued from page 1)

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Continued on page 2



# The Grand Island Daily Independent

44 Pages

Thursday, October 30, 1986

75°

## Boston speaker criticizes reading instruction methods

By Jim Faddis  
Independent Staff Writer



America is a growing problem and Samuel Blumenfeld says it's because of the "look-say" or whole word method of teaching reading being used in schools throughout the country. Blumenfeld, an educator and author from Boston, spoke in Grand Island Wednesday night. His talk was sponsored by the local chapter of the John Birch Society.

In an interview, Blumenfeld said some experts estimate that 30 percent of the adults in the United States are functionally illiterate.

The cause is the look-say method of teaching reading where children are asked to learn whole words without being drilled in letter sounds, Blumenfeld said.

Blumenfeld advocates the phonics method of teaching reading where students are first drilled at length in letter sounds before they are taught words.

He called the look-say method "a

vicious form of educational malpractice."

"We're teaching English as if it were Chinese," he said.

Although many schools say they are teaching phonics, few actually are, Blumenfeld said. What they are teaching, he said, is incidental phonics.

"They're teaching phonetic clues, not phonics," he said. "They're just helping the child guess a little."

Blumenfeld said the way schools teach reading is causing more children to be labeled as learning disabled.

"Children come into the schools

learning disabled, then in a year or two they're learning disabled," he said.

"The problem is not with the kids but with the method of teaching reading."

There is strong evidence that the look-say method causes reading disabilities, yet the educational establishment refuses to do anything about it, Blumenfeld said.

He said this is because the education professors who write the look-say textbooks have an economic interest in the method and it has become entrenched in teacher colleges.

Blumenfeld encourages parents to send their children to private schools

that do a good job of teaching reading. Most private schools have to teach reading well, he said, or else they'll lose students and go out of business.

If parents can't send their children to private schools, Blumenfeld said they should teach them how to read before sending them to school or teach them at a home school.

Blumenfeld has written several books including "How to Tutor," which tells parents how to teach reading at home. He also has written a phonics textbook and in his latest book "N.E.A. — Trojan Horse in

American Education," he attacks the

National Education Association. Congress, in an effort led by Sen. Edward Zorinsky of Nebraska, is appointing a commission to investigate the teaching of reading. Blumenfeld said this may help solve the problem.

"Very strange things are going on in the public schools that have a negative impact on normal children," he said. "The schools are being very irresponsible."

Besides his books, Blumenfeld also writes a monthly newsletter in which he attacks many aspects of public education. He also travels throughout the country talking about education.



# Human Events

THE NATIONAL CONSERVATIVE WEEKLY



November 26, 1986

Noted author and commentator **Samuel Blumenfeld**, whose numerous writings about education include his 1984 book, *NEA: Trojan Horse in American Education*, has started a newsletter which will be an asset for the traditionally minded. The first two issues of the *Blumenfeld Education Letter* contain articles dealing with the NEA-promoted concept of "multiculturalism" (according to Blumenfeld, an effort to undermine traditional Judeo-Christian values by legitimizing questionable "alternative" lifestyles and values systems), the rise of home schooling, the Carnegie Corporation's promotion of "Educating for a Socialist America," and a pair of



This latter pair of stories go into considerable detail about the glowing reviews given the union's recent annual convention and a subsequent "Women's Peace Conference" at its national headquarters by the U.S. Communist party's newspaper, the *People's Daily World*.

The *Blumenfeld Education Letter* is available for \$48 a year by writing P.O.

Box 45161  
Boise, ID. 83711  
(208) 322-4440



# Author: Public Schools Fail in Many Respects

By BETSY SANDBERG  
Gazette Reporter

Children are being "dumbed down" in public schools today, so that in the long run a more socialistic form of government can take over, Samuel S. Blumenfeld says.

In the short run, public schools teach badly "because you get more money for failure in this country," the 61-year-old former school teacher said yesterday. "The more you fail, the more [federal and state aid] you get."

Blumenfeld is speaking at 8 tonight at the Marriott Hotel on Wolf Road in Colonie, sponsored by the Capital District chapters of the John Birch Society and the American Opinion Education Committee.

In his speech he will ask, "Are Public Schools Harming Your Children?" He will answer with a resounding yes — not only academically, but also spiritually, morally and physically.

Because of his extremist views, Blumenfeld admits, he is "not being listened to."

"But I'm still trying to convince those who still want to work with public schools to give up, take their children out of the schools" and either teach them at home or send them to private schools.

Blumenfeld has spent many years attacking teaching methods and reading education. His most recent book, "NEA: Trojan Horse in American Education," attacked the National Education Association for, he said, spending more time on political issues than educational ones.

It is only within the last three years that he has changed his mind about trying to change the public education system.

"Even if Christians did overtake the schools, what could they do with them?" he asked. "Instead, parents should use their time, energy and resources to teach their children themselves, or to support private schools."

"Any alternative is better than the public schools," he said. For those who are too poor to pay for private schools and cannot teach at home, "The state should then pick up the tab instead of exposing these children to unacceptable risks."

While the Boston resident used to have some hope for the public schools because of the educational reforms of recent years, those reforms have failed, he said.

Blumenfeld said a good example is the national certification issue.

"Nowhere [in the studies advocating testing teachers before allowing them in the classroom] is there a line about how reading is taught," Blumenfeld said.

Teaching children and adults how to read is Blumenfeld's specialty. He stresses using phonics in his tutoring and said everyone can learn to read with that method.

A retarded man Blumenfeld works with was thought too disabled to learn to read, but can now read and write.

The look-say method of learning to read "disorganizes the learning process of children, jams their minds," he said.

Besides being at risk academically, children are at risk because of the "values clarification" and sex and death education taught in the schools. In death education, he said, students consider planning their own funerals, write obituaries, and discuss the theories of Elisabeth Kubler-Ross and her book, "On Death and Dying."

Values clarification, a method of provoking ethical discussions in classrooms by giving students hypothetical situations, "destroys the idea of absolute values," Blumenfeld said. These discussions can turn children away from their parents, he said, citing the lesson that tells how a girl's parents, who had caught the girl drinking, said her punishment would be to kill her pet dog. However, when the girl was given the gun to shoot her dog, she killed herself.

"The idea was, 'Who was to blame?'" Blumenfeld said. "Of course, all the students will say, 'The parents,' and it paints a horrible picture" of parents and their decisions.

"I believe there is a direct correlation between the rise of death education with the teen-age suicide rate, and sex education and the pregnancy rate and sexually transmitted diseases," Blumenfeld said.

As for the state Board of Regents' recent approval of a teacher's manual that explains to children as young as seventh grade that using condoms can help prevent the

spread of AIDS, Blumenfeld decried it as another example of declining morality.

"We can tell them not to have sex," he said. "The Bible says the wages of sin is death."

Besides speaking tonight, Blumenfeld will visit several area private schools. His main message will be "that they need the armor of God to protect them from the evils of the world."

He will also promise them that they will get better jobs than their public school counterparts.

"The public schools produce functional illiterates. These kids will know how to read and write," he said.



— (Gazette Photo — Marc Schultz)   
 ANOTHER CRITIC — Samuel S. Blumenfeld criticizes the teaching methods used in public schools. He has written two manuals to help parents teach their children at home as well as books attacking public education.

Schenectady Gazette  
Monday, Oct. 26, 1987

RD SECTION

SCHENECTADY, N.Y. 12301, MONDAY MORNING, OCTOBER 26, 1987

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SCHENECTADY GAZETTE

All the News  
with  
Integrity



# Author raps public education

Blumenfeld says nation's schools turning out 'functional illiterates'

By HANNELE RUBIN

Home News education writer

10-29-87

BOUND BROOK — American public schools "specialize in producing functional illiterates," author and educator Samuel Blumenfeld told members of the local John Birch Society on Tuesday night.

"You see, you have to go to school to become a functional illiterate," he said. "Simple illiterates" are those who have never been trained to read, while functional illiterates have gone through eight to 12 years of schooling without learning how to read, he explained.

More than 27 million adult Americans cannot read, said Blumenfeld, and that number increases with each graduating class. And after four years of the latest effort at school reform, educational leaders are telling us "we can ex-

pect the situation to get much worse," he said.

"This is no less than a survival issue in America," Blumenfeld said, particularly since business leaders are facing a shortage of workers with basic skills.

Aside from predicting further negative trends, educational leaders are "telling us we don't know how to educate and we don't intend to educate," Blumenfeld said.

"Suppose General Motors management told its stockholders to expect mostly lemons in the years ahead," Blumenfeld said. "What do you think the stockholders would do to the management?" Blumenfeld quoted businessman David Kearns describing schools as a "failed monopoly producing workers with a 50-percent defect rate." But American taxpayers have not yet demanded serious changes, Blumenfeld said.

The current wisdom among edu-

cators, he said, is to blame educational problems on learning disabilities. "It's 'what's wrong with Johnny,'" he said, "not what's wrong with schools." But "there is no dyslexia in the Soviet Union," he noted.

The problem is not learning disabilities, but use of improper teaching methods, he said. When the wrong teaching method is imposed on schoolchildren, learning disabilities result, he said.

Blumenfeld traced the roots of today's educational problems to the efforts of educational reformers in the early 20th century. These reformers emphasized social skills over literacy, Blumenfeld said, putting their faith in science and using behavioral psychology as a way to institute a socialist society. "If you want to develop little socialists, you've got to develop social skills," he said, "because literacy helps to produce a greater degree of individuality."



# Author: Public schools hurt more than they help

By TINA MARSH

Staff Writer

Author Samuel L. Blumenfeld blames a growing illiteracy problem on public education and recommends that parents enroll their children in private schools or teach them at home.

Blumenfeld said public schools hurt students academically, discourage religious beliefs, ignore morality and place them in physical danger.

"When you consider all these risks, you have to wonder if it is worth it to put your children in public schools," said Blumenfeld, whose spoke Thursday night on "Are Public Schools Harming Your Kids?" at the Elmira Holiday Inn.

He has written several books and written for publications such as American Legion Magazine, Education Digest and American Education. His Elmira appearance was sponsored by chapters of the John Birch Society, Tax Reform Immediately Committees

and the Larry McDonald Crusade to Stop Financing Communism Committees.

Blumenfeld said he isn't a professional educator, but has taught in the Quincey, Mass. public school system. While teaching there in 1970, he said he became alarmed by illiteracy among students.

Interviewed Thursday afternoon, Blumenfeld criticized the way many school districts teach children to read. He said some districts use a "look-say" method of teaching, a method he criticizes.

By teaching children to memorize whole words, the educational system is making the functional illiteracy problem worse, he said.

His recommendation: Use the phonic method, where children learn the alphabet, the sound each letter stands for and how to sound out words. He has written instructional books for parents describing how to use that method at home.

Blumenfeld said a check with the Elmira City

School District indicated it uses one a "look-say" reading method but District Superintendent Dr. James E. Carter refuted that Thursday night. Carter said the McMillen Reading Program, a phonic method, is taught.

Blumenfeld's new book addresses what he calls the "dumbing down" of America.

Blumenfeld, who holds a bachelor's in English from the City College of New York, said he sees "home schools" becoming more popular, especially among young parents. But, he acknowledges that families in which both parents work would have a hard time teaching their children.

"Not everyone can do it, but the ones that can are doing it," he said.

He said the "home school" issue is linked closely to religion, noting the Bible instructs parents to teach their children. Teachings about good and evil and

(See Schools on Page 3B)

## Schools —

(Continued from Page 1B)

morality should be part of every child's education, he said.

Blumenfeld argued that the influence of behavioral psychology on the education system is to blame for many problems in public schools. By ignoring religion and teaching that morals are relative, the system treats the children as "little animals," he said.

Blumenfeld criticized sex education, saying it promotes promiscuity because abstinence is only

"mentioned," not stressed. Other factors hurting today's youth are rock music and violence on television, he said.

He said he has spent about two years on the road, discussing his books — such as "Is Public Education Necessary?" and "N.E.A. Trojan Horse in American Education." His next stop is tonight at the Ramada Inn in Rochester.



# Right-winger assails public school system

By JUDY ARNDT

Pocono Record Education Editor

EAST STROUDSBURG — The reason 27 million Americans are illiterate is that schools are not teaching people to read properly, the former editor of a John Birch Society publication told a group of college students, parents and educators Tuesday.

In a program sponsored by the East Stroudsburg University American Free Speech Association and Professor R. Squier Ball, Sam Blumenfeld, a long-time critic of American education, recommended that parents resort to home schooling to protect their children from what he believes is the incompetence of the public education system.

Blumenfeld explained that, according to his theory, American education started disintegrating in the 1930s when a group of so-called "progressive educators" changed the way reading was being taught.

Prior to that time, reading instruction was based on students learning that words are a series of sounds inherent in the letters of the alphabet that are combined to form those words.

Since the 1930s, students have been taught reading "like the Chinese are taught to read," Blumenfeld said, through a method that relies on what words look like rather than what they sound like.

Blumenfeld said the change in teaching methods was created by a group of atheistic socialists in order to destroy capitalism, individualism and religion.

He said these behavioral psychologists, led by John Dewey and B.F. Skinner, were on a "messianic mission to convert America to atheistic socialism" and decided the schools were the best place to start.

Blumenfeld contended that dyslexia and other learning disabilities are the end result of this new method of reading instruction.

Efforts to reveal the dangers Blumenfeld said exist in this method of reading instruction have been deterred by "these professors" who have "turned the entire teaching profession" against critics of the method.

The behavioral psychology that is the basis of this method uses animal training techniques because children are viewed as "little animals," Blumenfeld said.

About 70 people were in attendance at the program when Blumenfeld started, but that group had dwindled to about 20 people at the close of his lecture. Many of those who left were educators.

Some who remained challenged Blumenfeld's contention that home schooling was the answer to the dilemma, saying that either parents don't care enough about their children to teach them at home or that parents don't feel qualified to teach their children.

One parent commented that parents who teach their children at home "are the parents who love their children."

Another parent criticized Blumenfeld for not providing guidelines on ways to change the system.



## Move to Ban Novel Backed By Educator

By SCHUYLER KROPP  
Post-Courier Reporter

An education analyst said Wednesday that he supports a Baptist minister's attempt to get the novel "Prince of Tides" taken out of a local high school English class.

Samuel L. Blumenfeld said the novel did not adhere to pornography laws in that it was not something "you could read aloud to a mixed group of people."

Blumenfeld's comments came as part of a guest appearance at Charleston Baptist Church, where he addressed the quality of education in America.

The church is where Pastor Elton Johnson started his campaign to get Lowcountry author Pat Conroy's novel "The Prince of Tides" removed from a St. Andrews High School advanced literature class.

Johnson has suggested that the book be banned on the grounds that some of its language would get students "expelled if they used it within the schools" in another context.

Blumenfeld said the quality of education in America hasn't made much progress since Rudolf Flesch's "Why Johnny Can't Read," was published 23 years ago.

The system has degenerated enough so that one out of every eight Americans is functionally illiterate, he said.

"There's a difference between illiteracy and being functionally illiterate," Blumenfeld said. "A functionally illiterate is someone who has spent between eight and 12 years in schools so abysmally poor that his function in society is inadequate."

Functional illiteracy creates citizens who can't find their hometown on a map, fill out a job application or balance a checkbook, he said.

Blumenfeld agreed with Johnson's crusade, saying the country's public educational values have fallen by the wayside and that the primary areas of education — academic, spiritual, moral and physical — have been ignored.

"Schools today are doing everything in their power they can to" undermine an established level of literacy, he said. "That is why we have the so-called underclass." That degradation of the educational system has been seen nationwide, he said, citing a government study that showed Scholastic Aptitude Test scores were on the decline.

Although South Carolina's SAT scores increased by two points in 1987, he said, they still represent the lowest in the nation.

"South Carolina is not different from any other school in the country. They use the same textbooks, the same curriculum and even the same superintendents as they criss-cross across the country."

The most promising new aspect in American education, according to Blumenfeld, is the concept of home schooling.

"It's the fastest growing phenomenon in the U.S. It has a wonderful effect on family life."

Blumenfeld has taught in both private and public schools, and has written six books on education including "NEA — Trojan Horse in American Education."



Mar. 10, 1988

## Educator Critical of Teaching Methods, Bonds Issue Plan

By C. DAVID MOGOLLON  
Staff Writer

Author and educator Samuel L. Blumenfeld blamed widespread illiteracy and other social problems on improper teaching methods of public schools across the country.

He spoke at the Savannah Civic Center Wednesday night, sponsored by the American Opinion Speakers Bureau.

The speaker, who has been widely published in magazines and education journals, also was critical of the Chatham County School System's \$179 million dollar bonds issue plan to improve school facilities, which was defeated in a referendum last month.

"It's irrelevant as to how new your school buildings are,"

Blumenfeld said. "If you've got good teaching, you can hold classes in a garage and still get good results. What's crucial is the quality of your teachers and the methodology."

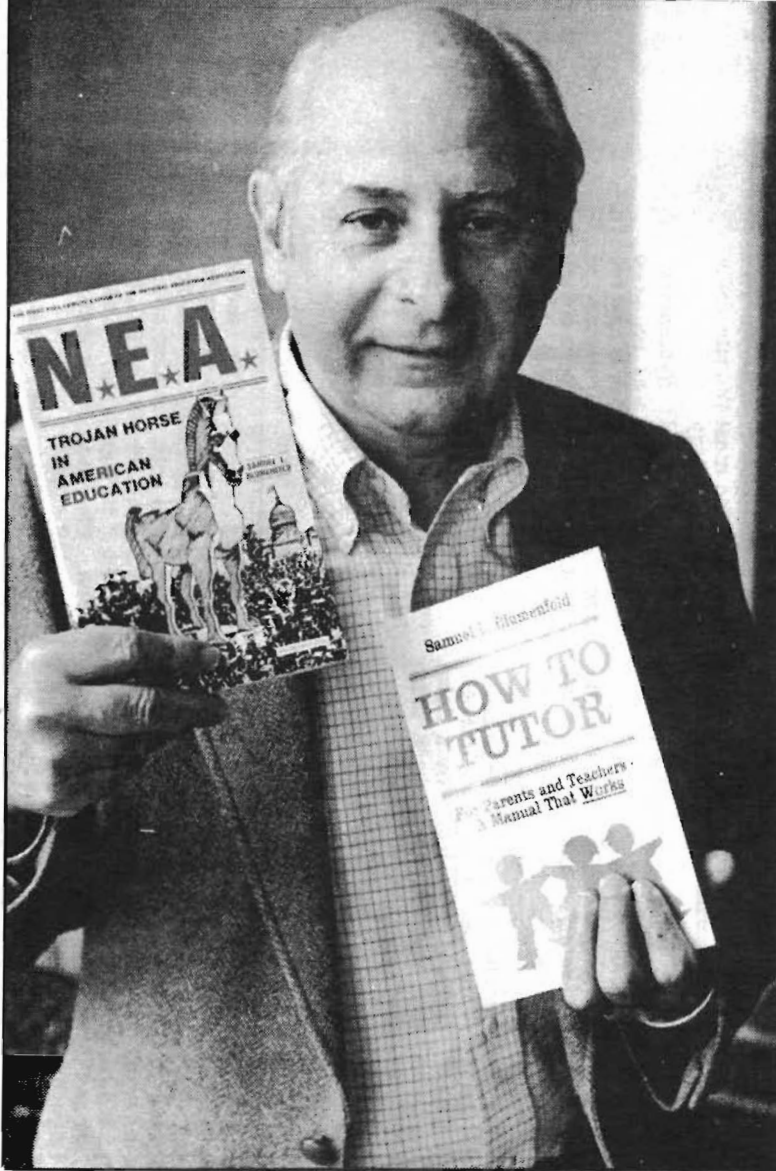
Blumenfeld also expressed his opinion on other topical issues. He favored the Supreme Court's decision against Tennessee fundamentalists protesting "godless" textbooks in the classroom, because it would force them to remove their children from public school systems and start Christian schools.

He said sex/death education courses added to the number of teen pregnancies and teen suicides by introducing the topics at too young an age. He added that AIDS is putting a crimp in the sexual revolution and creating a reversal in liberal sexual attitudes.

He admitted national youth anti-drug campaigns were a positive step in schools.

He praised the get-tough attitude of some school administrations toward crime and violence in schools, but said those cases are too isolated and the problem too widespread for him to support the public school system on it.





Samuel Blumenfeld

## Speaker tells parents to abandon public ed

By KATHIE BERTIN  
Press staff writer

Public education today is in a shambles, and parents who want their children to receive a good education should enroll them in private schools or teach them at home, a national critic of schools said in Coeur d'Alene Monday.

But area educators quickly took issue with the notions of author Samuel Blumenfeld.

Blumenfeld, in Coeur d'Alene to speak at the Pro America national convention at The Coeur d'Alene Resort, is the author of six books on education in America, including "NEA — Trojan Horse in American Education."

American educators have become too interested in politics and not interested enough in teaching

The National Education Association, which Blumenfeld called the largest union in the country, has become one of the most potent political forces in the nation, he said. NEA members take stands on social and political issues — for example, the war in Nicaragua — when the group's primary focus should be education, he said.

"Educators are more interested in changing society than they are in teaching children," Blumenfeld said. Social skills and group activity are stressed more than individual creative thinking, he said.

But children and social issues are inextricably linked, said Connie Hutchison, Region 1 director of the Idaho Education Association.

"To say we're too concerned with social issues is ludicrous,"

with children, that's a social issue. I don't know how you can care too much about the health and welfare of our students."

Blumenfeld also blamed teaching methods for many of public education's ills. Behavioral psychology often used in education programs is a poor way to teach children, he charged.

"Children are not animals," he said. "What they have produced is mindless children."

Kootenai County educators decried Blumenfeld's notion that public schools fail to provide good education for students.

"Generally, I'm very happy with what the public school system in the state of Idaho is accomplishing," Coeur d'Alene Acting Superintendent Doug Cresswell said. "A good balance of academic and social education is necessary to provide a quality education."

Private schools tend to cater to an elite student population, and so can point to high success rates, Cresswell said.

Blumenfeld pointed to continued high illiteracy rates as proof that America's schools are failing.

"How can you spend 12 years in school and come out knowing nothing?" he said. "Somebody's not doing their job."

Test scores prove Lakeland School District also provides a

quality education for its students, Superintendent Bob Jones said.

"We offer quality education all the way through," Jones said. "Sometimes kids don't avail themselves of it."

Post Falls Superintendent Kathy Canfield-Davis could not be reached for comment.

Blumenfeld said the public school system is beyond repair. The key to quality education lies not with the school system, but in private schools.

The cost of private education is often about half what it costs the government to put a child through public schools, he said.

Students whose parents truly cannot afford private school could be subsidized by the government, since billions of federal dollars would no longer be pumped into public education, Blumenfeld said.

"Those parents who put their kids in public schools are simply asking for problems," he said. "It's terrible, what they're doing to those poor kids."



## Let's spell — p-h-o-n-i-c-s

### By Ralph Smeed

Two events, both involving knee-jerk liberal media persons, recently caused me to reflect on the problem of functional illiteracy: (1) A Phil Donahue program on the subject; (2) a John Corlett *Idaho Statesman* article about that Donahue show.

Donahue interviewed several functional illiterates. (An illiterate is one who cannot read. A functional illiterate is one who has gone through school but cannot read well enough to fill out a job application, balance a checking account, etc.)

One guest was a millionaire developer who graduated from college, even taught grade school for several years, all the while himself a functional illiterate. He was still furious at not being able to read.

In any event Corlett expressed shock at this condition. Said he of this Donahue program: "I thought I heard (there are) 60 million (functional illiterates) and I couldn't believe it."

He went on to say, "A 1980 Idaho study (most recent made) showed an estimated 244,000 functional illiterates in this state. Unbelievable! That's one in four persons."

I, too, saw the show and unfortunately Donahue did not deal at all with the cause of illiteracy. Nor did Corlett, to whom the problem seemed quite unfamiliar. It is a typical liberal blind spot, of course.

OK then, what is the cause? Well, the "educrats" are teaching reading — the wrong way.

I have copies of letters from parents who are teaching their own children to read. Get this: "In six months we taught our five year old daughter, Meghan, to read. When our son, Christian, was 4½ we started him on this learn-to-read manual. Eight months later he is reading the King James Bible at 70 words per minute and understanding it."

Another tells of a 7-year-old who is being taught by a tutor in Grants Pass, Ore. His 3-year-old brother listened in and the boys reviewed the lessons together when they got home. The tutor writes: "Between early November and June, Andrew (7) taught his brother a fair amount of phonics. When they came back to my school in September, Peter (3) was reading on his own."

This writer has seen other such information on the system. It's called "systematic, intensive phonics." This is compared to what is usually used in most government schools called "whole word" or "look-say" reading instruction. Intensive phonics works very well even for untrained parents, but with "look-say" as much as one-third of our public (government) school students come away functional illiterates. So, where can interested citizens learn



Ralph Smeed

more about curing the reading problem?

The systematic, intensive phonics referred to in the above two letters came from the book *Alpha Phonics: A Primer for Beginning Readers* by Samuel Blumenfeld of Boston. Interestingly, it is published by a Boise firm and distributed from there throughout America.

My simple way of describing the difference between the two methods is that phonics deals with the irreducible speech sounds (about 44 in English) used to "decode" new words. The student is taught to "sound out" words. Oddly enough, Blumenfeld, an educator and author of several other fine books on education, uses no pictures at all in his *Alpha Phonics*.

"Look-say" seems best described as a pictographic, or ideographic system in which the students are taught to recognize the shapes of words with actual pictures being extensively used as aides in recognition. For

example, the child is shown a picture of a horse and then the letters: h-o-r-s-e.

I hope the educrats, most of whom are well-meaning, won't jump on me if my descriptions of the two methods are less than perfect. But the reality is that until the 1930s phonics was the dominant system and we had probably the most literate population in all history.

What happened? Systematic, intensive phonics was replaced with "look-say" which is now the dominant method all across the country. Could it be mere coincidence that literacy has plummeted since then? I think not.

Why the changeover? Books have been written on the reasons. At least two of these books are by Blumenfeld himself, but one key must unmistakably be that education is government education now.

And just what other government effort is successfully managed today? Why should government do any better managing the teaching of reading than it has with the post office, Amtrak, welfare, the deficit, the budget, foreign aid, Korea, Cuba, Vietnam, Nicaragua to name but a few?

And — lest we forget — government education's "new math" with the national debt at \$2.3 trillion and rising fast.

Ralph Smeed is a Caldwell businessman.



# Home-Teaching Leader Says Survey Hurts Parental Rights

By Danise Aydelott  
World Staff Writer

A Tulsa County survey of parents who teach their children at home is "totally unwarranted and totally unlawful," the founder of a home teaching group said Friday.

County Superintendent of Schools Kara Gae Wilson said, however, the survey is completely voluntary and "people who have nothing to fear have no reason not to fill it out."

Samuel Blumenfeld, founder of Parents for Unalienable Rights in Education (PURE), is in Tulsa for a home educators' convention at Holiday Inn East, Interstate 244 and Garnett Road. The convention runs through Saturday.

The survey asks how many hours a child is taught, who teaches the child, and whether standardized tests and progress records are kept, Wilson said.

The survey asks only the age of the oldest book used, not the textbook's contents, she said.

"What business is it of theirs?" Blumenfeld asked. "This is an intrusion in home schooling — the law states the Department of Education is to oversee public school only, not private school and not home school. It's totally unwarranted and totally unlawful."

PURE's convention is being held in Tulsa because "we feel (Oklahoma) parents have got to be mobilized to defend their rights," Blumenfeld said.

County officials also have inspected some home schools, also on a voluntary basis, to ensure students are receiving education, Wilson said.

"We have no authorization to insist anyone complete it," she said.

If surveys are not sent, "there is nothing to assure a child supposedly being educated in a home school is receiving education rather than receiving educational neglect," she said.

Thirty states and the District of Columbia have laws requiring at least some reporting process by home schools, Wilson said.

"Usually (the requirements) are not more than what we're asking on the form," Wilson said.

Georgia, for example, requires that home-schooled children be given standardized tests every three years, but parents do not have to release test results, Wilson said.

The state also requires that at least one parent have a high school diploma or its equivalent, that the curriculum include reading, math, social studies, science and language arts, and that education is provided 180 days a year, for four and a half hours a day, or the equivalent, she said.

Oklahoma, however, has no laws regulating home schools, Wilson said.

"There are absolutely no laws in place to protect children from being in a home closet rather than a home school," she said. "Some people want to use home schooling as a shield to cover educational neglect."

Anywhere from 200,000 to a million families provide home schooling for their children, but totals are not kept, Blumenfeld said.

PURE was organized in 1987 to defend parents' rights, he said.

"We were sick of seeing home-school parents maligned by organized professional education, persecuted and prosecuted by state attorneys, jailed by ignorant and indifferent judges and deprived of their children through legalized state kidnapping," Blumenfeld said.

"We believe, as stated in the Bible, God's commandment to parents to educate their children in a godly manner, and we believe parents do not need permission of the state to carry out God's commandment," he said.



## Critic of NEA to give lecture

By JENNIFER KAUTH  
*Times-News writer*

TWIN FALLS — A visiting public school critic has prompted a special newsletter warning area teachers of "smear tactics," but a supporter describes tonight's event as a constructive effort to improve education.

Samuel L. Blumenfeld, author of several books including "NEA — The Trojan Horse of Education," will be in Twin Falls tonight to speak on illiteracy in America and public schools.

"Three-fourths of our tax money is spent on education, so all methods should be examined to get the most efficient system for our school dollars," said Adrian Arp, chairman of the Magic Valley Tax Reform Immediately (TRIM) Committee, which is sponsoring the speech.

"Blumenfeld himself attacks public education

• See SPEECH on Page B2

## Speech

• Continued from Page B1

and public educators using methods of scapegoating," said Terry Gilbert, local representative of the Idaho Education Association. "His work is to intellectual honesty what steroids are to athletic honesty."

Each year at least 1 million public high school students graduate without enough literacy to read a want ad, to fill out a job application or to balance a checkbook, according to a flier advertising Blumenfeld's speech.

Blumenfeld, who spoke in Twin Falls in 1986, blames the government-run education system for the high number of illiterate graduates. He will address the questions, "Are public schools harming your kids?" and "How can we improve education?"

Blumenfeld's pending appearance has prompted Gilbert's organization, a local teachers union affiliated with the National Education Association, to send teachers a letter warning of a renewed attack on teachers by "the far right."

Blumenfeld says the NEA lobbies

politically against the family, business and religion. He says the association's goals are "pro-socialism, pro-disarmament, and pro-abortion" and that it wants total control of all schools in America, according to a press release about his speech.

Arp said the speech will provide parents, educators and students an opportunity to explore other schooling options.

"There are many dedicated public school officials and educators, and it is not our intention to downgrade their efforts," Arp said. "Many are doing an exceptional job."

"The quest of the committee is to bring to light options that our local school officials could consider."

Arp said the government should not have a monopoly on teaching and that parents who choose to send their kids to private schools should get a tax break.

"I think educators are willing to listen to honest critics who have genuine insights into public education," the IEA's Gilbert said. "I don't think

Sam Blumenfeld and his people are



**SAMUEL L. BLUMENFELD**  
Public schools critic

honest critics."

Open to the public, the speech will begin at 7:30 p.m. at the Twin Falls Holiday Inn, 1350 Blue Lakes Blvd. N. Admission is \$3 for adults and \$1 for students. Organizers say they expect at least 100 people.



# Lecturer blames illiteracy on socialists

By STEPHEN WITMER  
of the Journal Star

The rampant illiteracy among American students today is a byproduct of the "messianic mission" of progressive socialists 60 years ago, author and lecturer Samuel Blumenfeld said Monday.

Speaking to local John Birch Society members on a tour sponsored by the society's Speakers Bureau, Blumenfeld said the progressives devised a flawed method of teaching to undermine the Bible and further the causes of socialism, collectivism and atheism.

"They had to prove they were right, and the only way they could do it was to bring about socialism," he said.

Blumenfeld, whose works include "NEA — Trojan Horse in American Education" and "Is Public Education Necessary?" said the educa-

tional elite of the 1920s devised the look-say method of teaching reading to create a dependent generation, unable to think for itself.

Proponents of phonetics advocate teaching reading by a series of irreducible sounds. By teaching pupils the 44 basic sounds in the English language and drilling them in pronouncing the sounds in order, Blumenfeld said, education by intensive phonetics produces students who are precise, accurate readers.

Blumenfeld said the prevalent system of associating symbols with words, without drilling students in pronouncing a sequence of sounds, provides a convenient stumbling block for otherwise intelligent students. Funneled through special education and often medicated to treat diagnosed behavioral problems, Johnny-who-can't-read becomes incapacitated, Blumenfeld said.

"You put a child in a public school, and there's a one-third chance he ends up a cripple — an intellectual cripple — for life," Blumenfeld said.

By rejecting the Bible's concept of man's original sin, Blumenfeld said, the progressive socialists substituted the idea that man is basically good but that the oppressed are victims of ignorance, poverty and social inequity.

Blumenfeld said educators have capitalized on recent condemnations of American school systems, from the Elementary and Secondary Education Act of 1965 to the \$60 billion increase in federal spending on education in the past six years.

"Never before have America's teachers been as prosperous as they are today. But what about the kids?" he said, citing figures of 3.1 million functional illiterates in California

and 2.8 million in New York.

"What have they done with all this money? All this lavish spending on education, for five, six years, and what do we have to show for it?"

Blumenfeld answered the question: educators have more political power.

"They're wallowing in money. It's just a matter of how the money is being spent, you see . . . obviously, the money has not improved education."

The look-say method and, more recently, whole language teaching, encourages students to guess at words, Blumenfeld said, adding that students who jumble letters often are incorrectly diagnosed as having a learning disability.

"I have news for you," he said. "They get dyslexia in the schools. They don't bring it there."



# Homeschoolers hold convention in Casper

## Writer hits abandonment of phonics

By TOM REA  
Star-Tribune staff writer

CASPER — An educational writer in Casper for the Homeschoolers of Wyoming convention says public school educators are "destroying literacy and getting away with it."

Author Sam Blumenfeld said in an interview that teaching children to read by old and new versions of the "look-say" method, rather than by using phonics, has been destroying the ability of Americans to read over the last 35 years.

"If you think things are bad now, in five more years this country will be a bunch of sniveling illiterates who can't read anything," Blumenfeld declared.

Blumenfeld is a speaker at the convention being held at the Highland Park Church, 1240 Missouri Ave., convention organizer Denise Nobbs said.

The convention continues today with exhibits by publishers of home-school curricula and some publishers of public school materials, and a talk by Nobbs and Libertarian former legislative candidate Dave Dawson on the legal aspects of home schooling.

"Educators have no regard for parents, no regard for kids," Blumenfeld said Thursday, and "destroy the intellect" of children during the first three years of school.

The problem is widespread in public education, Blumenfeld said, and a growing movement among parents to teach children at home is one result.

Of the 3 to 4 million 6-year-olds entering the first grade this fall, "one-third without a doubt will become functionally illiterate by the time they graduate," Blumenfeld said.

The recent "whole language" approach to teaching reading is a new version of the old look-say method, he said, by which children are taught to read by recognizing whole words any way they can. Under phonics-based instruction, children learn to read by sounding out words.

Educators are "even more anti-phonics" than they used to be, Blumenfeld said, "and that's why kids are doing so poorly."

Decline in SAT scores over recent years also "is due to how schools teach reading," he said. Along with an average 50-point decline in the scores nationwide on the 800-point scale, the scores also show dramatically less students scoring at the top of the scale, and dramatically more at the bottom, he said.

Blumenfeld cited statistics showing that in 1972, 2,872 stu-

dents nationwide scored between 750 and 800 on their verbal SATs. By 1987, according to Blumenfeld, only 1,363 scored that high. And at the bottom end of the scale, 71,084 scored between 200 and 249 in 1972. By 1987, there were 123,470 in that category, he said.

Split families, increased TV watching, and other distracting social and economic pressures have little to do with the decline in American literacy, he said.

Soviet educators decided in 1932 that the look-say method in use there at the time was failing. Blumenfeld said, and switched to using phonics to teach reading. As a result, "Everybody who goes to school in the Soviet Union can read," he said.

And Blumenfeld said that look-say methods of teaching reading cause symptoms of dyslexia, a reading difficulty that is usually considered to be of medical or psychological origin, and is often associated with reading words or letters backwards.

A child taught by look-say methods "learns to read a sign vocabulary any way he can: right to left, left to right," Blumenfeld said. "You're supposed to look at the word as a picture and the sounds mean nothing to you," he said.

That such symptoms are caused by look-say methods is hardly news, he said. Dr. Samuel Orton, a neurologist, published a paper to that effect in 1929. Blumenfeld said, and a 1912 study found similar symptoms among children who had been taught to read by look-say methods.

The result now is that children identified as dyslexic or learning disabled often end up in special education classes, a "huge economic bonanza" for educators who have received \$50 billion in federal funds for compensatory teaching of reading since the mid-'60s, he said.

In 1976-77 there were 786,400 children in the U.S. in special education classes, he said, and by 1983-84 there were 1.8 million.

The look-say method has now been in use so long that "we have an awful lot of semi-literate teachers," Blumenfeld said, who are sold on teaching the method by which they were taught, and "don't know phonics from a hole in the wall."

"Those of us on the other side, we're really crying in the wilderness," he said.

Blumenfeld worked for 10 years for a variety of New York publishers before he began writing books on education in 1970, he said. His six books include "N.E.A.: The Trojan Horse in American Education," "Is Public Education Necessary," "How to Tutor," "How to Start Your Own Private School," and a primer for beginning readers.



BLUMENFELD



# Books and Film

## Educating the Educators

by Winsor Wheeler

A book needs to be pretty important to justify a review five years subsequent to its publication. Many things are out of date within minutes after they hit the marketplace, and this is not even an age which appreciates really lasting literature anyway. But even if Sam Blumenfeld's *NEA* ain't no Shakespeare, it will nevertheless continue to be extremely relevant until there is a major coup d'état in the present citadels of academia.

From President Bush on down, our leaders (and one might add, the NEA itself) have been throwing up their hands in dismay at the intellectual degeneracy of modern American school kids. Perhaps they ought to read Blumenfeld. Here is no word-mincer, no study-quoter, no floppy-wristed reformer. Here is a man so threatening to a certain group of professional obfuscators that he apparently had to publish himself, despite the fact that he damns these same obfuscators not with innuendo but with their own words. In the process, some fascinating historical connections come to light.

At the time of the Revolution, the only American city to have any kind of public schools was Boston. Moreover, a survey done in that city in 1818 found that almost two-thirds of elementary school attended various small private schools while only about ten percent attended no school at all. High literacy among people who were schooled in those days has never been questioned, and indeed, England could boast such home-taught dolts as Robert Browning and John Stuart Mill; yet when the newly-ascendant Harvard Unitarians looked at the situation, they began to cry out that more public school was necessary.

All well and good, perhaps, if they meant public

academics. But Blumenfeld offers pretty fierce evidence that even from the beginning at least one of the aims of "public educators" (not teachers, mind you) has been to "save" the human race by the power of "instruction." That is not an academic but rather a religious goal. And thus it is that the brains of American children have been thrown open to an assortment of rationalist theories as numerous and just as useless as the gods of India.

NEA:

*Trojan Horse in American Education*

By Samuel L. Blumenfeld

The Paradigm Company, c/o Research Publications, \$9.95

Start with a little dose of Hegel's dialectic pantheism, then stir in a half cup of Marx's dialectic materialism. Next, pour in a gallon of Darwin's evolutionism and a dollop of Emerson's transcendentalism (so what if they're contradictory, boy, the gods don't have to make sense!). Add liberal portions of state socialism and scientism, particularly any sort of psychomysticism which views man as a puppet of his environment or an experiment to be controlled.

Now, find yourself a couple of intellectual mutants to stir the mush, people who say things like, "The best way with children may often be, in the pompous words of an animal trainer, 'to arrange everything in connection with the trick so that the animal will be compelled by the laws of his own nature to perform it'" (Edward L. Thorndike). Or, "It is one of the great mistakes of education to make reading and writing constitute the bulk of the school work the first two years" (John Dewey). Next, siphon

off all facts and sound thought and replace them with an emphasis on motor skills and minutely examined personal or interpersonal feelings.

When the whole mess begins to overflow, eating ugly holes in your social fabric, apply for big government disaster relief money and keep your eye on the SAT meter. As this plunges in direct proportion to Federal spending on education, blame it on sexism, racism, cultural chauvinism, and television. Beware of attacks by non-professional parents at this time, and see to it that all such people are characterized as extremists, bigots, fundamentalists, neanderthals, or outhouse maggots. Do this well and you can get churches padlocked and private school leaders jailed, as in Louisville, Nebraska, 1981-1984. Do it a little better and you can get a bill in Congress even now (S. 695) which will pour \$25 million into a national certification board, thus paving the way for the obliteration of those pesky, mostly religious home schools which keep popping up in North Dakota and elsewhere. That kind of church/state separation just won't do, you know.

But let's give Sam a turn. "The simple truth is that the American classroom has become a place where intense psychological warfare is being waged against all traditional values. A child in an American public school is little more than a guinea pig in a psych lab, manipulated by a trained 'change-agent.'" What? You don't want your high schooler graduating from a test tube? Better send a copy of this rare book to your congressman then, duck. Doctor Shrinkenstein and his Pavlovian perverts haven't slept for over a hundred years. And the Dewey Decimal System is still working real well.



# School breeds poor, says expert

By JOHN HARRIS

The education system teaches children to be poor all their lives, an international educator visiting Adelaide has claimed.

Mr Robert Kiyosaki, a co-founder of Hawaii's Excelerated Learning Institute and specialist in high-speed teaching methods, said eight out of 10 children were damaged or discriminated against by the education system.

"School is very valuable for about 20 per cent of the population who fit the professional mould, such as doctor, lawyer, teacher, scientist," he said.

"But the education system discriminates against and damages the 80 per cent not so inclined.

"Too many people report feeling stupid or not so smart because they do not fit into education's elitist model.

"If a child is made to feel stupid at a young age, even though he is not, the chances are the child will experience severe financial, professional and personal dissatisfaction over his lifetime. The price is too high."

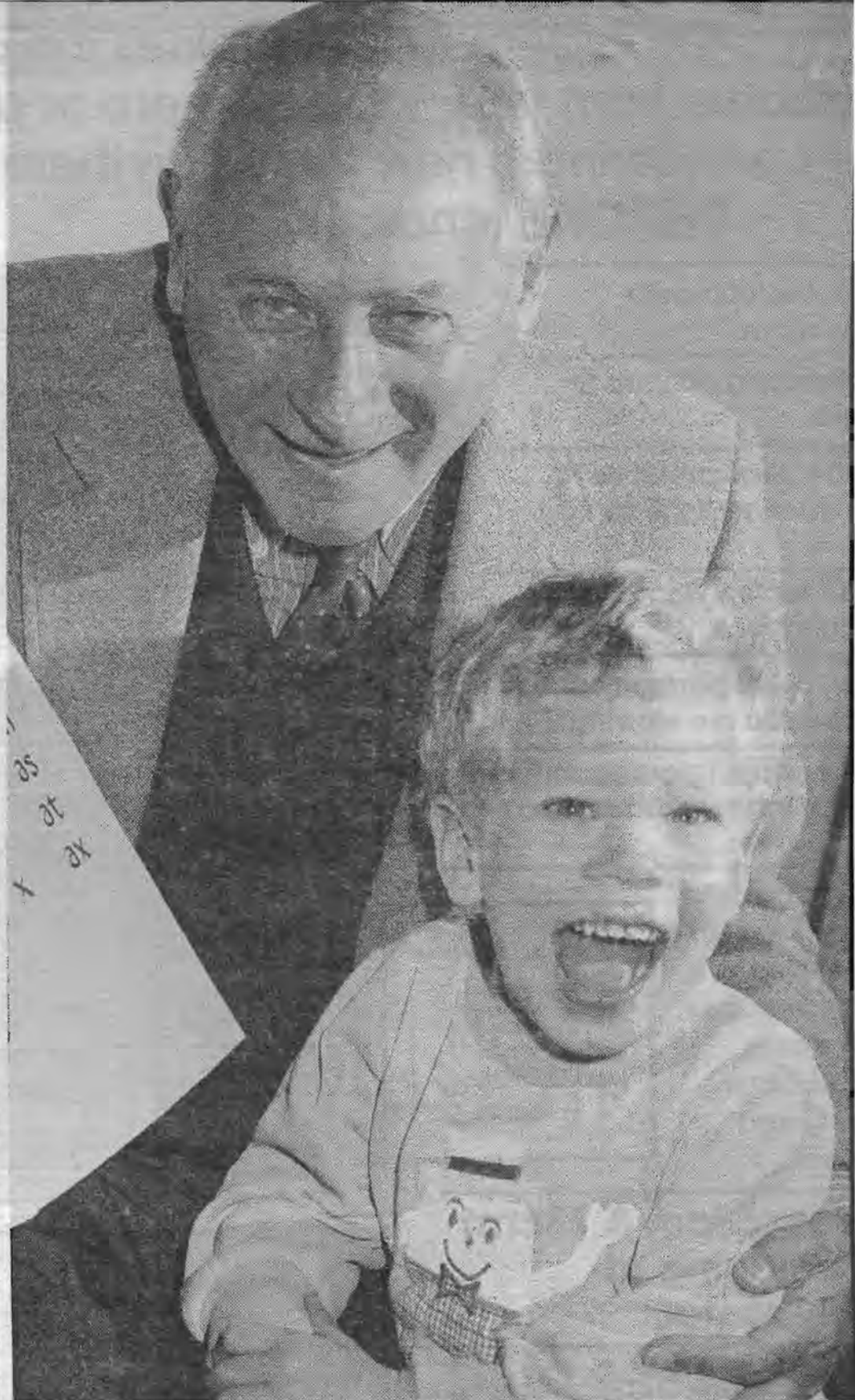
The educator was in Adelaide for a three-day seminar on accelerated business technologies and to launch his book, *If You Want to be Rich and Happy, Don't Go to School*.

Next month he will visit Aspen, Colorado, where he will work on a project about the future of education with John Denver's Windstar Foundation.

"I wrote the book because our education system teaches people to be poor," Mr Kyosaki said. "I noticed in my classes, which are primarily adults and young adults, that many people around 35-40 begin to wake up and realise that their lives are not going the way they want them to go.

"Financially, their lives are in a mess and that leads to emotional problems as well."

Children were educated to memorise correct answers rather than analyse mistakes and learn from them.



Phonics reading expert Sam Blumenfeld introduces Samuel Findlay, 3, to his method

## Sounding out reading methods

By MARK WILLIAMS

A US TEACHER and researcher touring Australia has blamed the growing illiteracy problems in both countries on fundamental flaws in teaching children to read.

Samuel Blumenfeld is an advocate of using the phonics method to teach people to read as opposed to the widely used "look-say" method.

The seminar was attended by about 110 teachers, parents and even grandparents from all over SA wanting to know more about his phonics method.

"The problems of illiteracy are wide-

Mr Blumenfeld's method involves putting together the different sounds of the language to form words.

"We use 26 letters to represent 44 sounds - there is an important distinction to be made between the letter names and the letter sounds," he said.





## Educator hits 'look-say' idea

By LEANNE MOORE

The "whole language" approach to reading and writing taught in primary schools — and held up around the world as a success — has been criticised by a visiting American educator.

Dr Sam Blumenfeld, a Boston-based author and lecturer, yesterday claimed that the modern learning style had produced a generation of "very sloppy, inaccurate, poor readers who don't enjoy reading."

His stinging attack comes just a week after an international literacy study, involving 32 countries, rated New Zealand fourth formers (aged 14) fourth after Finland, France and Sweden, and standard three students (aged 9) sixth.

Dr Blumenfeld, in New Zealand for a home schooling conference next weekend at the Auckland College of Education, declined to comment on the survey results until he had familiarised himself with the study.

But he said more than 25 years of research in the field of education had convinced him that phonetics should be the primary method for teaching children to read and write.

This goes against an in-



Dr Blumenfeld

ternational trend, which has seen the whole-language teaching method grow in popularity among educators.

New Zealand teachers — who began using the technique more than a decade ago — are now regarded as leaders in the field. Their colleagues from around the world, including the United States, visit regularly to watch them in action in the classroom so they can use the method on their pupils back home.

But Dr Blumenfeld does not support the look-say approach, as it was known when it first became fashionable.

"I have been involved in the struggle against whole language and its

various forms for the last 25 years."

He said the swing towards whole language in schools in many developed countries was a threat to international literacy levels.

"Nobody can become a proficient reader by whole language alone.

"It produces basically disabled readers. The only children who might possibly do well with whole language are those with an incredibly good photographic memory."

According to Dr Blumenfeld, whole language produced two types of disabled readers: dyslexics; and others who considered they were good readers, but did not read very often.

Dr Blumenfeld argued that English, a language based on an alphabetic writing system, was not supposed to be taught ideographically.

A good grounding in phonetics provided children with the basic building blocks, he said, from which they could learn more complex words.

Dr Blumenfeld said phonetics had lost favour with many educators because they believed children did not enjoy the process.

"Children love secret codes and that's what phonetics is all about."





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# Home schooling is best, says expert

By Vicki Viotti  
Advertiser Staff Writer

Here's Samuel Blumenfeld's prescription for parents, one that ought to shake up Hawaii's centralized education system:

"I tell parents, under no circumstances should they put their child into primary public schools," he said. "They are the most dangerous places for a parent to put a child because of what it does to the mind."



Blumenfeld

Blumenfeld, former teacher and Boston-based author of several books on education, is an unflinching critic of state-regulated instruction and some private schools as alternatives that, he said, offer children the best chance of receiving a basic education.

He is sponsored in Hawaii by Hawaii Parent Magazine, which is spotlighting Blumenfeld this weekend in two separate sessions on home schooling and tutoring as antidotes to a mounting illiteracy problem throughout the English-speaking world.

The most current study, a 1989 work by the Governor's Council on Literacy, indicates that 154,000 adults in Hawaii — about one in five — are unable to read or write well enough to function in society.

Tomorrow's seminar will offer parents a primer on Blumenfeld's "Alpha-Phonics" method of teaching reading, one that he touts as the most powerful way of arming children against illiteracy.

If the term "phonics" rings a bell with baby boomers, it's because most of them learned reading with this method, which essentially breaks down words into its components so that a new reader can "sound out" an unfamiliar word.

It's a method that in more recent years has given way to a "whole language" approach in which children learn words as discrete units, almost like the pictograms of Chinese calligraphy. Children can gain rudimentary reading skills by

**WHAT:** Samuel Blumenfeld education seminars.

**WHEN/WHERE:**

- Free talk on literacy crisis and home schooling: 7:30 tonight, Mabel Smyth Auditorium, Punchbowl and Beretania streets.
- How-to seminar on teaching reading: 9 a.m.-12:30 p.m. tomorrow (register at 8:30 a.m.), Tokai University Room 802, 2241 Kapiolani Blvd. between McCully Street and University Avenue. Fees: \$15 per person, \$25 per couple; reservations required.

**INFORMATION:** 988-6478.

memorizing a limited vocabulary, Blumenfeld said, but the scheme leaves them powerless to break down new, unfamiliar words.

"Ninety million adult Americans can barely read or write," he said. "We spend more money on education than any society in history. Our children spend more time in school than in any society in history. Yet they're doing worse. How can that be?"

Blumenfeld answers that rhetorical question with his indictment of public education, which he said has shifted away from providing the basic schooling our ancestors received and toward producing a nation of people who can minimally function.

The newer curricula used by teachers today, he said, were developed by an elite from the universities. Blumenfeld quotes literacy expert T.G. Sticht, now working for U.S. Labor Secretary Robert Reich, who said the most critical requirement of society is "the dependability of a labor force and how well it can be managed and trained — not its general education level."

"We're talking about the end of the American dream," Blumenfeld added. "Children will not be able to deviate from the goals that are set for them. Previously we gave our children a general education and left it up to them what their career is going to be."

"This is a revolution of stealth. Parents don't even know what's going on. All they know is that their kids can't read."

Home schooling has been the

## Island teachers 'doing a good job,' state says

A spokesman for the state Department of Education takes issue with home-schooling proponent Samuel Blumenfeld when he describes public education as a failure.

Teachers are "doing a good job," said Robert Golden, educational specialist with the state Department of Education's Student Personnel Services office.

Golden declined to cite statistics.

"All one has to do is visit any school campus and speak to the students," he said. "They're articulate and outgoing... I don't think we have to be apologetic about it."

However, he said, parents have the right under state law to teach their children at home, whether or not they have teaching credentials. Most parents start by "doing their homework," Golden said, evaluating whether they can afford to set aside jobs in favor of the full-time task of teaching children. Here are some requirements:

- Notify the principal at their neighborhood school, announcing your intention to teach your children at home. Forms are available at schools or by calling 733-9109.

- Parents are given suggestions on course work for each grade level, but there are no curriculum requirements. Parents are required only to keep records of the curriculum used, and to complete an annual progress report on each child.

- All students must take the standardized achievement test in grades 3, 6, 8 and 10. Parents can bring their children to school to take the test, or they can administer it themselves at their own expense.

- Students in grades 9-12 receive no credit for home schooling. If students want a diploma they must either return to school for at least three years and complete requirements, or they may attend adult classes when they turn 17 to earn it.

fastest-growing educational phenomenon that has developed in response to the failure of public education, he said. This is the option that he recommends most highly, because he believes parents are capable of teaching their children well and because it strengthens the bond between parent and child.

Alternatively, there are private schools that can provide a good basic education, he said, adding that tax money now pouring into public school coffers would be better spent subsidizing poor children so they can attend private schools.

Don't even get him started

on what he describes as the "humanist," anti-religious agenda which he says is promoted in public schools. Blumenfeld, who was raised Jewish, attended the New York City public school system in the 1930s, before all remnants of school prayer had been routed out. He favors no particular religious education but sees nothing wrong with schools providing a "foundation" of some kind.

And in the public schools of his day, he said, reading had not been perverted from a "treasure" into a "function."

"Because I do experience the pleasure of reading, I'm just mad as heck when I see American kids being deprived of their heritage," he said.