

The Blumenfeld Education Letter

"My People Are Destroyed For Lack Of Knowledge" HOSEA 4:6

Volume II, Number 2 (Letter # 6) EDITOR: Samuel L. Blumenfeld

February 1987

The purpose of this newsletter is to provide knowledge for parents and educators who want to save the children of America from the destructive forces that endanger them. Our children in the public schools are at grave risk in 4 ways: academically, spiritually, morally, and physically — and only a well-informed public will be able to reduce those risks.
"Without vision, the people perish."

THE LETHAL EQUATION: Values Clarification Plus Death Education Equal Teenage Suicide

A recent report by two researchers at the University of Illinois at Chicago indicates that "the white, male youth suicide rate has apparently stabilized at or near the highest point in recorded history." The report, published in the fall 1986 issue of Education Evaluation and Policy Analysis, states that the suicide rate among white males between the ages of 15 and 24 reached a peak in 1977, when, on average, about 22 out of every 100,000 young men killed themselves. Since then, the rate has appeared to decline slightly and appeared to stabilize. (Educ. Wk. 10/22/86)

What all of this means is that we can expect the teenage suicide rate to remain near its all-time historic high for the indefinite future, meaning that teenage suicide, like teenage drug abuse, promiscuity and pregnancy, violence, and functional illiteracy, has become a permanent problem in America.

The teenage suicide rate now is about 6,000 a year, with many thousands more attempting suicide, and perhaps several millions thinking about it.

Why are so many young people killing themselves? They are the richest generation of youth in history, with more money to spend, more cars, stereos, TVs, VCRs, clothes, games, toys, skis, airline tickets than any previous generation. Their economic and career horizons are unlimited. And yet most of the suicides come from affluent middle-class homes. Apparently, material affluence cannot make up for spiritual impoverishment.

I have interviewed the principals of two high schools (one in Massachusetts, one in Iowa) which have had suicide epidemics. Neither could explain why the students had killed themselves. The principal in Carlisle, Iowa, said that psychologists told him the cause of teenage suicide is low self-image.

Low self-image as a cause of suicide? Tony Rodman, 17, one of the students at Carlisle High School who committed suicide in 1985 was the school's best athlete and one of its best scholars. Another student, Darcine Fink, 17, who killed herself in Sept.

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1986 by an overdose of sleeping pills, almost won the school's popularity contest.

Both students planned their suicides quite carefully. They left instructions for their funerals and chose their own pallbearers. Rodman wanted to be buried in his football jersey and laid out in state in the school gymnasium. Darcine had requested that the football team be her pallbearers. She had her cabbage patch doll in the coffin.

Does this sound like "low self-image" to you? It sounds more like the manifestations of a death cult. I was also told of a "suicide pact" carried out by five students at Storm Lake, Iowa. Suicide pacts indicate a pre-occupation and obsession with death. A suicide pact is the most blatant manifestation of a death cult.

Yet, public school educators are at a loss to explain these suicides. "We don't have any answers," is the standard response.

But there are answers. Young people do not kill themselves for no reason. Indeed, the alarming increase in teenage suicide indicates that something is being put into the minds of young people persuading them that death is preferable to life.

According to the NEA Journal of Nov. 1964, 550 teenagers killed themselves in 1962. Why are ten times as many killing themselves today? Obviously, two thoughts or feelings must be in a person's mind and heart before that person commits suicide: life must be viewed as unbearable, unlivable, and therefore hated; and death must be viewed as a preferred, if not pleasant, alternative. To simplify it all: a person who hates life and loves death is much more likely to commit suicide than one who loves life and hates death.

Are American public schools teaching children to hate life and love death? The answer is a resounding yes. How is this done? Through lessons in

values clarification, which teach hatred of life, and lessons in death education, which teach love of death.

In values clarification children are forced to make life and death decisions often involving loved ones, requiring them to violate their deepest moral instincts. For example, in life-boat survival situations, children are forced to decide who among their loved ones to throw overboard so that the rest will survive on the basis of their usefulness to society. (At this stage in their lives, the children themselves don't feel terribly useful to anyone.) Children are told that life is full of such traumatic, cruel decision-making moments, and that someday they will have to make such decisions themselves or be the victims of such decisions.

In addition, the children are told that there is no God, that they are animals without souls, the products of evolution, and that all they have to look forward to is a nuclear holocaust. All of this not only tends to depress children but to convince them that life is hateful because it requires of them decisions that go against the very essence of being a child who loves his parents. Faced with such awful life and death decisions, a child would rather kill himself than condemn someone else to death.

Death education removes the fear and mystery of death and makes suicide more palatable. In death education children visit cemeteries and funeral homes. They may try out the coffins or watch the mortician embalm a corpse. They plan their own funerals, write their own obituaries, discuss suicide at great length: how to do it, when to do it, why to do it. They even write suicide notes. And of course they discuss euthanasia.

For some children death begins to take on a certain fascination and allure, and before you know it a satanic death cult is formed. Members of a death cult may sign a suicide pact or engage in sacrificial murder of

animals. But most children allured by death become death cults of one. They turn out to be their own human sacrifice.

Death Education

Death education began to be taught in American schools in the early 1970's after the publication of Elizabeth Kubler-Ross's influential book, On Death and Dying in 1969. Since then death education has become an integral part of the health education curriculum, spawning a new group of specialists known as Death Educators.

Are "death educators" normal human beings or are they the purveyors of a satanic death cult that has taken hold of the schools?

The only "death educator" I've met is the one I interviewed at a high school in Massachusetts where they've had an unusually high incidence of suicide. He was a tall, slim man in his late thirties or early forties who taught "health education." I asked him if he knew why the children were killing themselves. He said he didn't know. I asked him if it were possible that some children were adversely affected by death education, that they were "allergic" to death education. He said he was sure that no children were adversely affected by death education.

(How could he be so sure? Obviously he couldn't, but to have admitted that even one child was adversely affected by death education would have put the entire program in jeopardy.)

I then asked him if he expected the situation to improve or get worse at his school. He asked me what I meant by improvement. I said I meant a decrease or an end to the suicides. His reply was quite unexpected. "It's a matter of opinion whether that would be an improvement or not," he said.

At first I was dumbstruck by his response, but later I understood it. The death educator teaches that suicide

is a viable alternative, and if some students choose that alternative they are merely acting on what they've learned in school. Therefore it is not necessarily an improvement if fewer children commit suicide.

Obviously, the death educator is not your average, everyday teacher. Or perhaps he is. One thing is certain. Values clarification and death education have enabled satanism to spread like a deadly spiritual disease throughout all of public education. In such an atmosphere all children are at risk, and the need to remove children from the government schools becomes all the more imperative.

Menninger Psychiatrist Denounces Values Clarification

Dr. Harold M. Voth, senior psychiatrist at the Menninger Foundation, Topeka, Kansas, denounced as illegal the teaching of values clarification in a letter dated 2/14/81 to the superintendent and school board members of the Auburn-Washburn Rural District 437. Dr. Voth wrote:

"Secular Humanism and Values Clarification tell the young to reject all values on a grand scale and suggest that the young mind possesses the inherent wisdom to discover truth. This is utter nonsense, and it is highly destructive to the young person. . . .

"Many of the exercises of the Values Clarification process are beyond the young person's comprehension. They are forced to contemplate carrying out acts (forced choice decisions) which in themselves violate the values they have been taught. I can see no purpose whatsoever in forcing a child to consider tossing an old woman out of a sinking rowboat or deciding who was more guilty in a grotesque tragedy of some sort.

"Values Clarification exercises, the exploration of attitudes and ethical systems inevitably involve the psychological makeup of the student and

the teacher or counselor. The personality and its functioning of the pupil should be off limits to educators. How a child develops psychologically is the sole responsibility of the parents. . . . The human psyche is a complex system and should never be tampered with by inexpert individuals under the guise of Values Clarification rhetoric.

"In my opinion time at school is precious time and should not be mis-spent on manipulations of the child's psyche. . . . It is not proper for educators -- in fact it is illegal -- to concern themselves with the so-called whole person, because this involves the personality of the student.

"My remarks are in support of the parents who are challenging the educational process which is based on the 'Values Clarification' concept."

Note that Dr. Voth calls tampering with the child's psyche "illegal." The simple truth is that values clarification and death education are the most blatant forms of spiritual and emotional child molestation ever devised.

Last May, while on a lecture tour in Lewiston-Clarkston on the Washington-Idaho border, I criticized the spiritual and emotional molestation taking place in Clarkston High School. The Lewiston Tribune (5/30/86) reported:

"During an interview earlier in the day, Blumenfeld produced an assignment from a required freshmen 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 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."

And that's why America's public education system is hopeless.

NEA Promotes Death Education and Values Clarification

According to the Boston Herald American, 7/23/78, the NEA started looking for an author to write about death education in the early 70's. They found one in Prof. Richard O. Ulin of the University of Massachusetts, who wrote Death and Dying Education, which was published by NEA. The book includes an 18-week syllabus for the death education teacher.

In addition, death education is promoted in a book on Health Education published by the NEA as part of a series of books entitled Education in the 80's. There is a chapter in that volume entitled "Death Education Comes of Age" by Kathleen Hoyt Middleton. Ms. Middleton writes:

"In the 1980's the subject of death and dying will become an accepted and essential aspect of the health education curriculum. . . . Journals such as Death Education and Omega can be helpful in keeping up-to-date on the

issues. . . . Funeral directors in many communities are also becoming more concerned with their role as educator."

Ms. Middleton is the author of A Conceptual Approach to Death and Dying Education, a complete curriculum for junior high. She is also Director of Curriculum, School Health Education Project, part of the National Center for Health Education.

The NEA has also published Values Concepts and Techniques, edited by Alfred S. Alschuler. The book contains chapters by Louis E. Raths, Lawrence Kohlberg, Sidney Simon, and other values experts. Dr. Simon's chapter is entitled "Values Clarification: It Can Start Gently and Grow Deeply."

The NEA has been a leader in the promotion of values clarification since 1948 when it sponsored the National Training Laboratory in Group Development at Bethel, Maine. The NTL was founded by German social psychologist Kurt Lewin who invented "sensitivity training" and "group dynamics."

Boy Murdered in Satanic Sacrifice

A 15-year-old Michigan youth who allegedly shot his older brother to death was believed to be acting out a "satanic sacrifice," according to Lieut. Michael Davison of the Monroe County, Mich., sheriff's department.

Students in three local school districts have been found to be members of devil-worshipping groups, said Davison, although it was not believed they were involved in the killing or any other acts of violence.

"Only one homicide has been linked with devil worship," he said, "but we'd like parents to know what to look for if their children are involved in it."

Lloyd Gamble, 17, was killed on Feb. 2, which is celebrated by satanists as a "witches' sabbath" and by Catholics as the feast of Candlemas.

Among objects confiscated by police during the investigation of the killing were inverted crucifix medallions, books on satanic ritual, a dagger, a black-hooded robe, and tape recordings of "heavy metal" rock music. (Educ. Wk. 3/5/86)

Fifth Grader Kills School Principal

Kevin Lyle Jones, 13, a 5th-grade student at the Bethlehem Elementary School in Barrow County, Georgia, fatally stabbed Murray Kennedy, principal of the school, with a metal fingernail file. Jones was angry at having been paddled for fighting with another student. The incident occurred on Nov. 19 at about 8:10 a.m. as Mr. Kennedy was discussing the disciplinary action with Kevin's mother. The boy, who was enrolled in special ed, did not have a pattern of violence. The principal died from three stab wounds to the neck, chest and shoulder. (Educ. Wk. 12/3/86)

Student Kills Self in Class

As his classmates and teacher watched in disbelief, a 13-year-old boy put a .45 caliber pistol to his head and shot himself during his first-period class in April 1986. The suicide of Matt Cooper, an 8th grader in a class for gifted children at Boyet Junior High School, was the first in this Slidell, Louisiana, community. (Educ. Wk. 3/12/86)

Third Suicide in Pennsylvania School

Shawn Stackhouse, 18, of Springtown, Pa., a community about 50 miles north of Philadelphia, was the third Palisades High School student to take his own life in the last 14 months, according to Thomas W. Free, superintendent of the Palisades School District.

"Even though Shawn exhibited none of the warning signs -- he was a popular kid, co-captain of the football team -- and it seems like an unexplainable, impulsive death. You cannot help but wonder why," said Free. Stackhouse, a senior, shot himself in the chest. (Educ. Wk. 3/12/86)

Ninth Grader Shoots Teacher

A 14-year-old, ninth-grade student in the Chicago suburb of Dolton, Ill., reportedly upset over being suspended, shot his algebra teacher during class as 22 classmates looked on. The incident occurred in early March 1986 at Thornbridge High School. Norma Cooper, the teacher, was hospitalized with a bullet in her left shoulder. The student was charged with attempted murder, unlawful use of a weapon, and aggravated assault. (Educ. Wk. 3/12/86)

Sixth Suicide at Leominster High

George Henderson, a 14-year-old freshman at Leominster H.S., Leominster, Mass., shot himself in the head with a 12-gauge shotgun on 3/25/86. He was the sixth student at Leominster in 2 years to commit suicide. The shooting took place at home in a bedroom. No notes or messages were left and there was no evidence of drugs or alcohol.

Henderson, an only child, was a member of the track and cross-country teams. According to neighbors, the Hendersons were an everyday, normal family. "The family did everything together. They went canoeing. They went mountain climbing. You name it. They did it together," said a neighbor.

Cluster Suicides Hit Schools

The following high schools have experienced tragic and unexplainable cluster suicides in the last three years:

Clear Lake H.S., League City, Texas: 7 suicides within two and a half months in 1984. (Educ. Wk. 10/24/84)

Plano H.S., Plano, Texas: 6 suicides in 1984. (Educ. Wk. 2/6/85)

Bryan H.S., Omaha, Neb.: 3 suicides in Feb. 1986. (Educ. Wk. 2/19/86)

Storm Lake H.S., Storm Lake, Iowa: Suicide pact, 5 dead.

Carlisle H.S., Carlisle, Iowa: 3 suicides in 1984-86.

Leominster H.S., Leominster, Mass.: 6 suicides in 1985-86.

Not all of these suicides were reported in the press. For example, the suicides at Carlisle were not reported in the Des Moines Register, despite the fact that Carlisle is a suburb of Des Moines. The policy of the school authorities is to play down these suicides. They believe that media coverage only glamorizes the suicides and induces other teenagers to follow suit. The result, however, is an uninformed public.

Suicide Epidemic Stuns Omaha

Three suicides and two attempted suicides within a two-week period at Bryan High School in Omaha, Neb., in Feb. 1986 left local officials stunned. The school has been described by the principal as "the most normal school in the world."

The first student to commit suicide was Michele M. Money, 16, a junior, who died Feb. 3 from an overdose of pills. The second, sophomore Mark E. Walpus, 15, died Feb. 4 from a gunshot wound. Thomas E. Wacha 4th, an 18-year-old senior, shot himself Feb. 7.

Of the two Bryan students who attempted suicide, one tried the week before any of the students died, and one after the first two.

According to principal John McQuinn, the students who killed themselves were "normal kids, not really involved with drugs or anything." (Educ. Wk. 2/19/86)

Boy Writes About Own Suicide

A Chester, Ill., boy who wrote a classroom story about a lonely child who suffocates himself to death, acted out the part.

Scott Phillips, a 6th-grade student at the Chester Grade School, committed suicide by placing a plastic bag over his head on March 17, 1986, the night after he turned in the story, titled "Suicide Mistake." The main character, like the author, was an 11-year-old boy who had recently moved to a new home.

After reading the story, the boy's teacher called the principal. But by the time they reached the boy's parents, it was too late.

Teen Kills Self on TV

Andrew L. Hermann, a 17-year-old student, drank cyanide-laced Kool-Aid on live, closed-circuit television and died on the floor of the Hampshire College studio while his brother and friends laughed and urged him to quit joking. The suicide occurred 4/16/86.

Hermann's older brother, Stephen, a Hampshire student who served as co-host of the student broadcast, said, "I thought, like everyone else, that it was just an act.

"I had intuitive feelings that something was going wrong, but it didn't register. It fit so well into the entire speech," he said. "He said he would die for his views about the administration of this campus. It was tongue-in-cheek humor. He was joking. But what he did was serious." Hampshire College is located at Amherst, Mass.

Hermann described his younger brother as a very intelligent youth who was bored with high school and had "other problems."

Death Video Becoming Popular

Video retailers admit the cassettes are "gory" and "gruesome," and the original films were considered too shocking to show in U.S. theaters. But Faces of Death and its sequel, Faces of Death II, are finding a cult audience in the USA home video market.

"I can't give you numbers," said Waleed Ali, president of Maljack Productions, which distributes the cassettes. "But every retailer I know can't keep it in stock because there's a fascination with death."

In New York, Joe Burns, a Video store manager, says Faces of Death is "a good seller mostly with the younger people. The shock treatment seems to get them." According to Maljack Productions, a Faces of Death III is in the works. (USA Today, 6/12/85)

On "Lifeboat Games"

The following was written by Prof. Richard Mitchell, publisher of the Underground Grammarian. His book offers the most incisive and wittiest critique of teacher training to be found in America. The excerpt below is taken from The Leaning Tower of Babel, published in 1984.

"They actually do this in the schools. It's called the Lifeboat Game, which proves that school has its lighter side. The dull labors of math and grammar are offset by playful interludes of childlike chatter as to who shall live and who shall die.

"The game provides a dramatis personae clearly differentiated by 'socially significant' attributes: age,

sex, ethos, calling, and other such contingencies by virtue of which a person is also a local and temporal manifestation. This is not one of the contexts in which educationists choose to warble paeans to 'the uniqueness and absolute worth of the individual.' (Inconsistency troubles them not at all; . . .) In this case, the verdict must be 'relevant,' conducive to 'the greatest good for the greatest number,' and the exclusive focus on accepted notions of 'social usefulness' assures that a decision will be made. Another kind of inquiry -- whether it is better to do or to suffer an injustice, for instance, or whether the common good is more to be prized than the good -- would preclude decision and spoil the game, sending all the players back to the tedium of math and grammar. School-teachers, in any case, are usually kept ignorant even of the possibility of such inquiries, but they have been told all about self-worth and how to enhance it.

"The children who 'play' the game usually decide to dump an old cleryman, a man who is supposed to be prepared for that sort of thing -- being fed to sharks by a committee of children, that is. A busy young country-western singer will be preserved. She has many long years ahead of her in which to maximize her potential and serve the greatest good by entertaining the greatest number. And she is supposed to be prepared for that sort of thing -- being elevated to wealth and power by a very large committee of children.

"What a pity that Himmler and Goebbels and all that crowd are dead. They'd make really neat resource persons for the Lifeboat Game. Well, there's still Rudy Hess, and we might even find Mengele."

Vital Quotes:

"Humanistic education is the institutionalized love of death."

-- Dr. R.J. Rushdoony

AIDS Statistics Update

	Number of Cases as of 4/22/85	Number of Cases as of 8/11/86	Number of Cases as of 12/15/86
NY State	3702	7765	8963
NY City	3415	7162	8218
CA	2220	5453	6390
S.F.	1141	2474	2911
L.A.	821	2055	2386
FL	614	1416	1911
Miami	336	637	856
NJ	584	1446	1717
Newark	241	595	712
TX	487	1176	1712
IL	199	590	714
PA	207	548	648
MA	174	492	577
Wash, DC	143	417	509
GA	142	463	553
PR	119	271	313
MD	115	357	416
CT	103	296	330
WA	98	278	337
LA	98	277	325
VA	83	274	329
CO	75	223	281
OH	67	194	246
MI	65	183	246
MS	44	133	158
AZ	42	129	159
NC	38	133	169
IN	33	99	114
HI	33	78	101
OR	32	88	113
WI	25	54	77
MO	23	114	146
SC	22	76	104
KY	21	50	59
OK	17	61	76
AL	16	57	70
RI	15	36	48
NV	14	47	63
DE	13	33	40
UT	11	40	49
TN	8	80	98
WV	7	17	20
KS	7	37	52
NM	7	29	41
IA	7	26	35
NH	5	17	23
MS	5	22	36
AK	5	17	20
AR	3	32	40
NE	3	16	21