

The Blumenfeld Education Letter

"My people are destroyed for lack of knowledge." HOSEA 4:6

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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 these risks.

Without vision, the people perish

Educating For the "New World Order" or The Road to a National Education System (Run By Psycho-Educators)

To understand why the our public education system is in its present wretched academic state one must realize that the system is no longer run as an intellectual institution. Ever since the system was taken over by psychologists at the turn of the century, the goal has shifted from the development of intellectual and academic skills to that of changing and manipulating human behavior. It is that basic shift in educational philosophy, which most people are unaware of, that makes true reform of the system impossible. But it's useful at this point to know how all of this came about so that one is not taken in by false promises of reform that will require billions in expenditures and not produce the academic improvement we are being led to believe will take place.

The system, from the graduate school of education to the kindergarten, has been so totally changed and corrupted by the psychologists that it is beyond repair. It cannot be restored to what it was before the psychologists took it over, and the present lead-

ers are not about to change their philosophy of education to reflect the traditional values they rejected decades ago. What is needed is a complete abandonment by parents of the present system, and the creation of an entirely new system based on private ownership and parental rights. The American people as a whole may not yet be ready for a revolution in education, but there are thousands of families that have already staged their own micro-revolutions and abandoned the system.

How It Began

The history of American education can be roughly divided into three distinct periods, each representing a different and pervasive world-view. The first period — from colonial times to the 1840s — saw the dominance of the Calvinist world-view: God's omnipotent sovereignty was the central reality of man's existence, and man's fallen, sinful nature was acknowledged as the cause

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of evil and unhappiness. Biblical literacy was considered the principal spiritual and moral function of education. By knowing God's law and living in obedience to Biblical precepts, man could control his innate depravity and create an orderly and productive society. It was this inner moral self-control that made a free society possible. This period was also characterized by a very high standard of literacy because of the great emphasis that was placed on the learning of language — English, Latin, Greek and Hebrew.

The second period, lasting from the 1840s to around the turn of the century, reflected the Hegelian mindset. Hegel's statist-idealist philosophy spread throughout the Western world like a malignant spiritual disease, destroying orthodox Christianity in its wake. In this pantheistic scheme the purpose of life was to glorify man and the instrument through which his collective power could be exercised — the state. Hegel offered a pantheistic view of the universe where everything was a somewhat formless "God" in the process of perfecting himself through a dynamic, endless struggle called the dialectic. Yet even the Hegelian period was one of high literacy, for Hegel had stressed intellectual development, since he considered man's mind to be the highest manifestation of God in the universe. Latin and Greek were studied because they were the languages of the pagan classics.

The Progressive Period

The third period, from the turn of the century to the present, can be called the "Progressive" period. It came into being mainly as a result of the new experimental psychology developed by Wilhelm Wundt at the University of Leipzig in Germany. The major American figures who studied under Wundt — James McKeen Cattell, G. Stanley

Hall, Charles H. Judd and James Earl Russell — came back to the United States to revolutionize American education.

In the "progressive" scheme, the purpose of man's life was — and still is — to deny and reject the supernatural and to sacrifice oneself to the collective. Science, evolution and psychology replaced religion as the focus of faith, and evil was seen as the result of a rapacious capitalist system based on individualism. Egalitarian socialism was seen as the solution to man's economic and moral problems, and education was seen as the means to bring about the new utopia.

In 1878 Hall returned to America from his Wundtian experience and in 1882 created America's first psychology laboratory at Johns Hopkins University. Two of Hall's students were James McKeen Cattell and John Dewey. Cattell journeyed to Leipzig in 1884 and spent two years studying under Professor Wundt. He returned to the U.S. and created the world's first psychology department at the University of Pennsylvania in 1887. In 1891 Cattell established Columbia University's department of psychology. He was one of the founders of the American Psychological Association and the *Psychological Review*. Under his direction, psychology at Columbia became one of the strongest departments of research and advanced teaching. He also founded The Psychological Corporation, which pioneered in the development of psychological testing.

Training Children as Animals

Cattell's most celebrated pupil was Edward L. Thorndike, who had gotten his master's degree under William James at Harvard, where he had conducted experiments in animal learning. Under Cattell, Thorndike continued his experiments which were to have a devastating impact on American educational practice.

Thorndike reduced psychology to the study of observable, measurable human behavior — with the complexity and mystery of mind and soul left out. In summing up his theory of learning, Thorndike wrote: "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 its own nature to perform it.'"

In 1904, Cattell invited John Dewey to join the faculty at Columbia. From Johns Hopkins, Dewey had gone to the University of Michigan where he taught philosophy, then to the University of Chicago in 1894 where he created his famous Laboratory School. The purpose of the school was to find out what kind of curriculum was needed to produce socialists instead of capitalists, collectivists instead of individualists.

Dewey and his colleagues were convinced that socialism was the wave of the future. But the individualist system would not fade away on its own as long as it was sustained by the kind of education the children were getting in their schools. What was needed was a well-thought-out, long-range plan of curriculum reform. Dewey wrote: ". . . education is growth under favorable conditions; the school is the place where those conditions should be regulated scientifically."

In other words, if we apply psychology to education, which we have now done for over sixty years, then the ideal classroom is a psych lab and the pupils within it are the equivalent of laboratory animals.

Tapping Into the Treasury

It took about forty years for the psychologists to complete their takeover of American education. This was done mainly through their founding of the graduate

schools of education and the large foundations which financed so much of the early experimental work. However, it took the Elementary and Secondary Education Act of 1964 to open the floodgates of federal funding.

In the meantime, behavioral psychology metamorphosed into humanistic psychology, employing subtler, more sophisticated techniques of mind manipulation. Values clarification, sensitivity training, behavior modification, death education, stress reduction and other humanistic programs were developed in education labs supported by federal funds and have now become part and parcel of the American public school curriculum. All of these programs comprise the "affective domain," that part of the curriculum devoted to values, emotions, behavior, activities, and beliefs.

The Cognitive Domain

There is also the "cognitive domain," that part of the curriculum supposedly devoted to academics, but which has been as thoroughly shaped by humanistic values as the so-called "affective domain." In the primary school, the traditional three R's have been replaced by whole language, invented spelling, print-script, and the "new" new math. Evolution is taught as scientific truth, so that children will understand that they are animals and that premarital sex is as natural as scratching an itch. This is important for teenagers to know when dealing with their uncontrollable sexuality and their need to practice "safer sex" by using condoms in this day and age of AIDS.

The students are also taught a confusing mish-mash called social studies which has replaced the systematic study of geography and history. In English classes students are required to keep diaries or journals for the purpose of revealing their deepest and most

intimate thoughts to their teachers. The class will also read books pertaining to death and dying as an introduction to death education, a subject guaranteed to depress and upset many students.

In short, there is nothing in the "cognitive domain" that has anything to do with the development of a free, objective and energetic intellect. It is all mind manipulation, values indoctrination and behavioral programming.

Although we've known since the '70s that humanistic behavioral psychology is the force behind the public schools' curriculum change into affective and cognitive domains, it was not known to what extent the federal government is involved in the financing and coordinating of all of this until the publication in 1991 of Beverly Eakman's eye-opening book, *Educating for the 'New World Order.'*

Exposing the Master Plan

Mrs. Eakman has exposed for the first time the intricate wiring and circuitry inside the psychologists' master plan for centralized control of all of American education, financed largely by the taxpayer. What she has also revealed is the close collaboration between the Carnegie Foundation for the Advancement of Teaching (CFAT) and the U.S. Department of Education in bringing all of this to fruition. The goal of this nationalized education system will not be academic excellence as advertised by the establishment's publicists but change in our children's belief systems to suit humanistic goals.

How was all of this brought to light? It happened almost by accident. The discovery process began in 1981 in West Alexander, Pennsylvania, where a concerned parent by the name of Anita Hoge began to notice that her three children were doing all sorts of strange things in school and coming home

emotionally upset. Her normally happy 9th-grade son, Garrett, Jr., had become sullen, argumentative, and negative.

One day Garrett came home with a story about a film his science teacher had shown in class. It was a brutal, upsetting story of ecological rape and devastation caused by American developers. The film was followed by an exercise in values clarification in which the students had to choose "Who Shall Populate the Planet?" The exercise was a variation of the Lifeboat Survival Game. Garrett had also been selected to participate in a special class which he called a "defective ed" class. Mrs. Hoge discovered that the class was an "affective education" course consisting of "a small group interaction therapy meeting" once a week. One of the purposes of the class was to improve scores on a test called the Education Quality Assessment (EQA), put out by the Pennsylvania Department of Education.

Testing Values

When taking the test Garrett managed to scribble down some of the test questions. One of them was: "A person is in a large crowd on a street corner. They are protesting about something. Some people pick up rocks and start throwing them at windows. In this situation, I would also throw rocks when I knew: (a) there was no chance of getting caught, (b) I agreed with what they were protesting about, or (c) my closest friend decided to throw rocks."

Note that a student who would not throw rocks was provided no means of saying so. Mrs. Hoge asked Garrett how many questions like this were on the test. He said about half! Anita Hoge went to the school and demanded to see the test. They didn't have it they said. Anita started questioning other parents to see if they knew about the test. She finally obtained a copy through an

angry parent who had gotten one three years earlier through her state senator.

What Anita saw was that the test was blatantly attitudinal. It had nothing to do with an assessment of academic skills. It was about personal feelings, opinions, and home life. She tried to get a current copy of the test from her state department of education. They sent her a set of booklets: "Educational Quality Assessment Resource Packets." Each packet covered an area of the affective curriculum being assessed by the test: Work, Understanding Others, Self-Esteem, Arts and Humanities, Interest in Learning and School, Citizenship, and so on. It appeared that the specific curricula were being developed and disseminated by the state education agency, funded by the federal government. Each booklet not only listed a goal statement, measurement rationale, and scoring but also "validated projects" to correct the inappropriate attitudes of the students. What all of this meant was that the federal government was conspiring with state agencies to create and control curriculum, in violation of federal law.

Changing Belief Systems

When and how did the federal government become interested in changing the belief systems of American children? That was what Bev Eakman, with the help of the Hoges, was determined to find out.

Initially, the Hoges contacted Dr. Robert Coldiron, then Chief of the Division of Educational Testing and Evaluation in Harrisburg. He denied that the test was either mandated or federally funded. He said that parents did not have to be informed in advance, and he insisted that the test was mostly "cognitive," a term the Hoges took to mean "academic."

What does "cognitive" actually mean to the psychologists? Eakman found the an-

swer in a paper entitled "National Assessment of Values and Attitudes for Social Studies" by James P. Shaver published in 1986. Mr. Shaver writes:

"Values are, in educational parlance, both cognitive and affective. That is, despite a tendency for people to think of values as being 'only feelings,' they have an intellectual as well as emotional aspect. . . . Values, particularly moral values, are seen as important because they are an essential ingredient in political dialogue and reasoning. . . . Interest in that aspect of values . . . is primarily cognitive in orientation."

In other words, a test of "cognitive" skills may very well involve a test of values — a test of a student's belief system. Why is the government testing students in their belief systems? First, to find out what the students believe in, so that, second, the government can recommend the proper strategies and remediation to change those beliefs. That's where "change agents" come into the picture.

Agents of Change

The "change agent" has been a part of the American educational scene since the early '60s when the psycho-educators decided that teachers, principals, superintendents, and even school-board members had to be changed before the students could be changed. The psycho-social techniques that change agents use were first developed at the National Training Lab in Bethel, Maine, financed by the National Education Association. In Sept. 1970, the NEA's official publication, *Today's Education*, could state with pride:

"The change-agent teacher does more than dream, however; he builds, too. He 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."

What are the three power levels? Local, state, and federal. They not only represent three levels of authority, but three levels of funding through taxation. As long as the government remains in the education business, Christian taxpayers will be forced to finance the destruction of their own beliefs.

The Supercomputer

Obviously, testing has become a crucial part of the change plan. Without it, the psycho-educators have no way of knowing how effective their programs are. Also, in 1988 the psycho-educators put on line a monster supercomputer which will enable them to track the belief systems of every child that enters the education system. Known as the Elementary and Secondary Integrated Data System, this computer will make it possible for the government to create dossiers for every citizen in America in the name of "education" — another good reason why the government ought to get out of the education business. The tests are needed to provide the data for the computer.

And now you know why the U.S. Education Department is working so hard to get the NAEP (National Assessment of Educational Progress) tests into every school in America and why the states are so anxious to "test" homeschooled kids.

Since testing is such an important part of the overall plan and reflects a high degree of coordination among curriculum developers, program planners, teacher trainers, state superintendents, etc., it becomes obvious that the planners represent a relatively small group of committed psycho-educators who are in agreement with one another as to their

sociopolitical goals and have the power and means to carry out the plan.

Who are they? We know of the organizations from which these programs emanate: Carnegie Foundation for the Advancement of Teaching, Educational Testing Service, U.S. Department of Education and fifty state departments of education, Education Commission of the States, Mid-Continent Regional Education Lab, Aspen Institute for Humanistic Studies, Ford Foundation, Charles F. Kettering Foundation, Rockefeller Foundation, Institute for Applied Behavioral Sciences, Midwest Center for Human Potential, Western Behavioral Sciences Institute, several dozen graduate schools of education, Northwest Regional Lab, Center for Educational Renewal, and other organizations large and small plugged into the network and receiving financial support from various private and public sources.

Which organizations are the controlling group? Those that have the money and can dispense it where they please. That would put the Carnegie Foundation for the Advancement of Teaching at the top of the pyramid. It owns the Educational Testing Service. It initiated and negotiated the U.S.-Soviet Education Exchange Agreement. It created the National Board for Professional Teaching Standards.

A Computer for Totalitarians

In her book, Bev Eakman provides us with a very good picture of the entire psychosocial conspiracy, lubricated and fueled mainly by taxpayers' dollars. She writes:

"Any way you look at it, the non-secure, cross-referenceability of large numbers of federal and state computer banks portends a massive government dossier-building capability. With the addition of attitudinal and psychological data, any political, religious, social, racial, or geographical group can be

targeted for change — for psychological manipulation — under the present system, just as it stands. Once the requirement for a social security number is lowered to newborns — an event that appears imminent — behaviorists will be able to single out ('target') individuals of any age for psychological exploitation."

It is important for Americans to know that the totalitarians among us are in positions of enormous power and influence, working day and night to destroy traditional values and institutions. They can only go as far as we permit them. It is our Congress that has given the conspirators all the money they need. Indeed, pulling the federal funding plug would seriously handicap them. But that is far more difficult to do than simply removing the children from their control.

What's to Be Done

The education establishment has spent years creating the lobbies that influence our national and state legislatures. They know how to manipulate politicians. They worked for years finding a way to plug into the national treasury, and they succeeded beyond their wildest dreams. The result is that they have billions to carry out their plans, while parents have practically nothing. Their side has the money, but we have the children. Yet, I have not heard a single prominent, national, conservative leader urge parents to remove their children from the government schools. Perhaps some of them genuinely believe that the system can be reformed. But we hope that they will read Bev Eakman's timely book and come to the realization that the public education system is not only not salvageable but that the wiser course is to get the government out of the education business entirely. Only by doing so can we hope to restore fiscal and academic

sanity to American education.

Educating for the 'New World Order' can be obtained through the Blumenfeld Education Letter for \$19.95 plus \$2.75 postage.

On Self-Education

When I was eighteen I set out to educate myself. I saw somebody doing the *New York Times* crossword puzzle and that became my college education. One puzzle would take an entire week because it had to be completely researched. I'd look up all the words in the dictionary, then use the encyclopedia, *Bartlett's Quotations*, the world atlas, gazetteers, biographical dictionaries, every reference book I could find

It took me a year before I could even do half of a puzzle. After five years, I could finally do them without reference books. And that is my whole education. That's how I learned to think.

— Ellen Burstyn

Letter from Mary Pride

July 31, 1991

Dear Sam,

This is a fan letter! I have really enjoyed the complimentary subscription to BLUMENFELD EDUCATION LETTER that you have so graciously provided me over the years. It just keeps getting better! No way could I duplicate all your research into boondoggles like Whole Language, let alone crystallize the findings in such clear, take-no-prisoners language!

I am especially enthusiastic over your latest issue [July 1991], particularly your GREAT quote about computers in public school being like an advanced stereo system

in a stagecoach. I'm planning on leading off my new PRIDE'S GUIDE TO EDUCATIONAL SOFTWARE with that quote and the three sentences that follow . . . unless you have any immediate objections

Considering how truly useful your newsletter has been to me, I would feel honored if you would switch me from a complimentary to a paying basis. Enclosed is our check for \$36 for a year's subscription. I am also instructing my secretary to send you a set of the new BIG BOOK OF HOME LEARNING, which I have FINALLY finished.

Yours with true appreciation,
Mary Pride
Fenton, MO

Comment: It isn't every day we get letters like this! It's hard to think of another person who has done more for homeschooling than Mary Pride, so a compliment from her is a compliment indeed. Mary, more than anyone else I know, personifies the enormous potential for entrepreneurship to be found in the homeschooling movement. She represents intelligence, professionalism, and ingenuity — qualities that all homeschoolers should emulate. Thank you, Mary.

Letter from a Homeschooling Mom

Dec. 17, 1991

Dear Mr. Blumenfeld,

In late 1987 or early 1988 you visited our home briefly before you spoke that evening to a group of people at East Stroudsburg University in PA. My husband and I were very impressed with your talk though we already had a high opinion of you because we had heard you speak on one of Dr. R.J.

Rushdoony's "Easy Chair" tapes.

We purchased your book, Alpha-Phonics and I have been using it for three years. Our eldest son, Harry, is in the second grade and has almost completed the book. He can read the Bible and summarize chapters he has read accurately. Our second child, Lucy, is in the first grade and is up to consonant blends. She loves to read! We also have a kindergartner who is 5 and is on lesson 10. As you can imagine, our Alpha-Phonics looks a bit worn but with good care will serve to instruct Sam (3) and Owen (1) when they are ready.

You truly changed our lives. As a homechooling family, I cannot recommend any other reading program to be more simple or effective than yours. I have made up a few extra sentences to supplement what you have, but your sentences are clever and appealing enough. We have used the McGuffey readers as well and in those books the kids memorized small words on their own.

Thank you for your book, your outreach to the community & your witness. May God bless you and protect you!

Sincerely,
Mrs. Stephen R. Lewis
LaPlace, LA

Comment: I hope my readers do not mind our publishing such letters. But we do so with a purpose. Because our psycho-educators have done everything in their power to denigrate intensive, systematic phonics, it's important for the public to know, from those who use phonics, particularly our own program, how much more effective it is as a reading instruction method than the sight methods presently being used in American schools. Thank you, Mrs. Lewis, for your kind words and comments. May God bless you and your wonderful family.