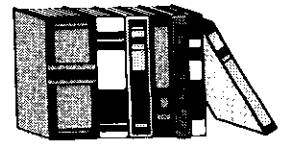


The Blumenfeld Education Letter



"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."

Homeschool Network Scores Dramatic Victory on Certification As Congress Accelerates Cultural Revolution in Education

The Home School Legal Defense Association (HSLDA) must be given credit for initiating the fax alert and phone blitz that hit Congress from February 15th to the 24th over Rep. George Miller's vaguely worded amendment to H.R. 6 which would have required private, Christian, and home school teachers to be certified by the state. Miller, a "progressive" California Democrat, and other Congressmen were deluged with over one million calls from Christians, conservatives, and homeschoolers who were furious over the liberals' intentions to force private and homeschoolers to accept government control. The *Des Moines Register* of Feb. 25, 1994 reported the story as follows:

House kills provision in school bill

Washington, D.C. — Swamped by complaints from home-school advocates, the House on Thursday fixed, and then fixed again, a problem that sponsors of the elementary and secondary education bill insisted did not exist.

At issue was language requiring school districts receiving federal money to certify that their teachers are qualified to teach their assigned subjects. Bill sponsors said the provision applied only to public schools.

But conservative Rep. Richard Armey, R-Texas, found the language too vague. He said it could apply to private school teachers and parents who teach their children at home.

The Christian right agreed, and launched a lobbying campaign that overloaded lawmakers' phone lines and fax machines.

The House responded by passing, by a vote of 424-1, an amendment deleting the language. Then it passed, 374-53, an amendment by Armey that declared certification would not apply to private, religious or home schools that do not get federal money.

Some Democrats voted yes, then fumed. Rep. William Ford, D-Mich., chairman of the Education and Labor Committee, called House action an "unnecessary solution to a non-existing problem."

Rep. George Miller, D-Calif., who crafted the offending language, said it had a "tragic ending." His effort to ensure that teachers are qualified had been "manipulated and inflamed for ideological and political purposes," he said.

Calling Miller's comment an "insult," Armey said he was only correcting a problem. With other amendments expected, the House quit for the week, planning to pick up on the bill Tuesday. The measure — called the Improving America's Schools Act — reauthorizes existing federal programs for five years, starting Oct. 1.

The Network Lights Up

According to Mike Farris, president of

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HSLDA, it was an alert homeschooler in New Jersey who contacted Dick Arney and informed him of the Miller amendment. Arney then called Farris who sent out a fax alert which immediately lit up the phone tree. The rest is history. As far as we know, this is the first instance of a national fax alert and phone blitz spurred by homeschoolers producing such dramatic results in Congress in merely nine days. What this means is that homeschoolers are now so well organized from coast to coast that they can change the behavior of Congress by fax and phone blitz if the issue is important enough to warrant a national alert. No Congress can ignore a million phone calls!

The question now is how can that power be used to achieve additional victories in the cause of educational freedom? The rest of H.R.6 is as bad as the amendment that would have affected homeschoolers. In addition, there are about 180 educational restructuring bills before Congress that will cost American taxpayers billions of dollars and implement a cultural revolution in American education. No more back-to-basics nonsense. Now it's fast forward to the New World Order.

A list of those bills, compiled by indefatigable researcher Kathy Finnegan, was published in the January 1994 issue of the *Free World Research Report* (P.O. Box 4633, Des Moines, Iowa 50306). Here are some of the bills and their principal sponsors being considered in the U.S. Senate:

Educational Equity Act of 1993 (S.14, Orrin Hatch, R-UT); **Children's Health Care Improvement Act of 1993** (S.28, John McCain, R-AZ); **Child Labor Amendments of 1993** (S.86, Howard Metzenbaum, D-OH); **Link-up for Learning Grant Act** (S.98, Bill Bradley, D-NJ); **Office of Educational Research and Improvement Reauthorization Act** (S.286, Claiborne Pell, D-RI); **Public School Redefinition Act of 1993** (S.429, David

Durenberger, R-MN); **Career Pathways Act of 1993** (S.456, Paul Simon, D-IL); **Educational Flexibility Act** (S.525, Mark Hatfield, R-OR); **Child & Family Services & Law Enforcement Partnership Act** (S.561, Christopher Dodd, D-CT); **Family Preservation & Child Protection Reform Act** (S.596, John Rockefeller, D-WV); **Healthy Students-Healthy Schools Act** (S.629, Jeff Bingaman, D-NM); **A Better Chance to Learn Act of 1993** (S.634, John Glenn, D-OH); **Apprenticeship Improvement Act of 1993** (S.650, Donald Riegle, D-MI); **To Establish Parents as Teachers Programs** (S.715, Christopher Bond, R-MO); **National Service Trust Act of 1993** (S.919, Edward Kennedy, D-MA); **National Mentor Corps Act of 1993** (S.1007, David Pryor, D-AR); **National Education Goals for Parental Participation Act** (S.1118, Mark Hatfield, R-OR); **Safe School Act of 1993** (S.1125, Christopher Dodd, D-CT); **Goals 2000: Educate America Act** (S.1150, Edward Kennedy, D-MA. This is the omnibus educational restructuring bill.); **Goals 2000: Educate America Act** (S.846, Edward Kennedy, D-MA, adds a National Skill Standards Board to S.1150); **School-to-Work Opportunities Act of 1993** (S.1361, Paul Simon, D-IL); **Safe and Drug-Free Schools and Communities Act** (S.1446, Harris Wofford, D-PA); **Nonviolent Futures for Children Act** (S.1462, Christopher Dodd, D-CT); **Women's Educational Equity Restoration Act of 1993** (S.1464, Paul Simon, D-IL); **Improving America's Schools Act of 1993** (S.1513, Edward Kennedy, D-MA. This is the mammoth reauthorization bill for the Elementary & Secondary Education Act.)

Bills in House of Representatives

Education bills in the House of Representatives include the following: **Elementary & Secondary Education Amendment of 1993** (H.R.6, Dale Kildee, D-MI); **Neigh-**

borhood Schools Improvement Act (H.R.92, Dale Kildee, D-MI); National Youth Apprenticeship Opportunity Act of 1993 (H.R.336, Marge Roukema, R-NJ); Parents as Teachers: the Family Involvement in Education Act of 1993 (H.R.485, Alan Wheat, D-MO); Link-up for Learning Act (H.R.520, Nita Lowey, D-NY); National Writing Project Reauthorization Act of 1993 (H.R.521, George Miller, D-CA); Bill to Deny Funds to Educational Programs that Allow Corporal Punishment (H.R.627, Major Owens, D-NY); Workplace Education Act of 1993 (H.R.690, Ralph Regula, R-OH); Educational Excellence for All Students Act of 1993 (H.R.1097, William Goodling, R-PA); National Voluntary Service & Educational Opportunity Act of 1993 (H.R.1193, Barbara Kennelly, D-CT); Bill to Amend the ESEA of 1965 to Address Gender Equity in Mathematics and Science Education (H.R.1408, Constance Morella, R-MD); Freedom to Improve Educational Achievement Act (H.R.1452, William Goodling, R-PA); Equal Education Funding Act (H.R.1453, Gene Green, D-TX); National School-to-Work Transition and Youth Apprenticeship Act of 1993 (H.R.1454, Steven Gunderson, R-WI); Head Start Quality Improvement Act (H.R.1528, William Goodling, R-PA); Full-Service Schools Act (H.R.1677, Harry Johnston, D-FL); Gender Equity in Education Act of 1993 (H.R.1793, Patricia Schroeder, D-CO); Goals 2000: Educate America Act (H.R.1804, Dale Kildee, D-MI); Bill to Amend the Elementary & Secondary Act of 1965 to Establish Gender Equity Teacher Training Programs to Ensure Gender Equity in Education programs, and for Other Purposes (H.R.1831, Susan Molinari, R-NY); Bill to Provide Flexibility in Education (H.R.1872, Craig Thomas, R-WY); Character Education Act of 1993 (H.R.1952, Tony Hall, D-OH); National Service Trust Act of 1993 (H.R.2010, Matthew Martinez, D-CA); Bill to Facilitate the De-

velopment of an Integrated, Nationwide Telecommunications System Dedicated to Instruction by Guaranteeing the Acquisition of a Communications Satellite System Used Solely for Communications Among State and Local Instructional Institutions and Agencies and Instructional Resource Providers (H.R.2268, George Brown, D-CA); National Education Goal for Parental Participation Act (H.R.2712, Dave McCurdy, D-OK); Elementary Science Facilities Act (H.R.2724, Thomas Sawyer, D-OH); Mathematics Education Act of 1993 (H.R.2726, Thomas Sawyer, D-OH); Environmental Education Act of 1993 (H.R.2883, Eliot Engle, D-NY); Health Security Act (H.R.3600, Dick Gephardt, D-MO, Hillary's omnibus health care plan, which has many provisions impacting education.)

While many of these bills will wind up on the trash heap, the accumulative impact of this avalanche of education legislation amounts to a cultural revolution being imposed on the American people by the Congress of the United States. To put it in even simpler terms: *The Congress is legislating cultural revolution!* Every last vestige of traditional education will be swept away by the sheer volume of this legislative flood. Every school, every child, every family will be affected by these sweeping changes. The Congress is preparing Americans for a new totalitarian system of control through the government's education apparatus.

There are many other education restructuring bills before Congress which we don't have the space to mention and which no individual can possibly keep up with. Indeed, we wonder how many Congressmen have actually read all of these bills, or even a good portion of the more important bills. Each one of these bills, incidentally, mandates government spending of millions or billions of taxpayers' dollars. We wonder if any consideration at all is given by our rep-

representatives to the cost of these bills when they vote on them.

But when it comes to legislating revolution, cost is no object. No wonder taxes must be increased. How else can the government pay for all of these programs? But how many of them do we really need? Considering the fact that there is no mention of education in the U.S. Constitution, why is the Congress voting for all of these federal programs? Have any of the previous programs improved education? We've had Title One compensatory education for the socially disadvantaged, or Chapter One as it is now called, since 1965, and reading scores have gone down, not up. That, after an expenditure of about 70 billion dollars! When is Congress going to investigate the scandalous failure of Title One?

What's To Be Done?

It is obvious that the revolutionary 103rd Congress is determined to foist on the American people a form of totalitarian educational control that only left-wing extremists want, with no regard whatsoever for the price the American taxpayer will be expected to pay for it. And all of us know that none of this legislation will improve true education one bit.

How can we stop this Congressional extremism? **Step One:** Get a copy of *The U.S. Congress Handbook 1994*. It is probably the most useful handbook around for anyone who wants to deal with the Congress. It has information about and pictures of each Congressman, phone numbers, staff names, committee assignments, etc. It covers all of the House and Senate standing committees, the Supreme Court, and the Executive Branch. To get a copy write to: U.S. Congress Handbook, P.O. Box 566, McLean, VA 22101 or phone: (703) 356-3572 or 1-800-229-3572. Their fax number is (703) 760-0942. Cost per

copy is \$9.95 plus \$2.50 for shipping and handling. Bulk prices are available. Homeschool associations should purchase copies in bulk and sell them to their members at homeschool conferences.

Step two: Purchase copies of the *Free World Research Special Report on Educational Restructuring Bills*, January 1994. The price is 100 for \$10. Also ask for page 6 of that issue, which has a Topical Index of Bills and Congressional phone numbers. And ask for the Addendum to the January 1994 issue which lists 38 more very important bills not covered in the Special Report. Among these are: **National Center for Education Statistics** (H.R.3560), **Community Schools** (S.1138), **Gun-Free Schools** (H.R.987, 1630), **Distance Learning** (S.1497), **Jobs** (S.16), **Student Health** (H.R.940, 2468), **School Readiness** (S.245), **Early Childhood Education** (H.R.3201), **School Prayer** (H.R.506), and **School Year Extension** (H.R.1337).

Step three: With the Free World Research Report in hand, write to your Senators and Representatives and ask the following questions:

(1) Have you read all of the bills listed in the enclosed report? (2) How do you expect to vote on each of these bills? (3) Do any of these bills violate the federal prohibition against a federally imposed curriculum? (4) Are you in favor of the cultural revolution which these bills are advancing? (5) And then ask them to kindly send you copies of each of these bills so that you may go over them with your group's legislative review committee. In view of the fact that many of these laws will affect your children and your families, it is important that the Congress make them available to the public so that one may react intelligently to what is being done in Washington in the name of educational improvement. By letting Congress know that we are aware of what they are doing many of the congressmen may begin to have

second thoughts about all of this and begin to act more responsibly.

Goals 2000 Federalizes Education

According to Kathy Finnegan's summary of the Goals 2000: Educate America Act (S.1150, Edward Kennedy, D-MA), this omnibus educational restructuring bill will finally federalize public education. It (1) codifies the six National Education Goals into federal law, (2) authorizes \$400 million in grant monies to the states to encourage "voluntary" education reform, (3) changes the present private National Education Goals Panel (NEGP) into a federal bureaucracy. The NEGP is to be composed of two Presidential appointees, eight governors, four Congressmen, and four members of State legislatures. (4) The Bill establishes a 20-member (appointed) National Education Standards and Improvement Council (NESIC) which will function as a sort of national school board, setting "opportunity-to-learn" standards with special help for some groups with females included under "gender equity." It will also set "voluntary" national curriculum content and performance standards and certifying national assessments. (5) The Bill also creates a 28-member National Skill Standards Board to identify broad clusters of occupations covering one or more industries that have common skill requirements and to facilitate the formation of "industry partnerships." These partnerships would develop and then act as an approving body for "recommended" standards, assessments and procedures for certification of achievement of skills for each of those occupations.

Clearly, Goals 2000 is Outcome-Based Education enacted into federal law. It was approved by the U.S. Senate on February 8, 1994 by a vote of 71-25.

The Senate also voted 62-31 to pass the School-to-Work Opportunities bill (S.1361, Paul Simon, D-IL). This bill establishes a partnership between the Department of Education and the Department of Labor to offer students a "performance-based education and training program enabling them to earn portable credentials."

After final passage of the School-to-Work bill, Labor Secretary Robert Reich described the measure "as a venture capital fund." The bill would provide seed money to communities that form partnerships with employers and schools to create a transition system for the 75 percent of all students who do not go to college. The programs are intended to lead a student to a high school diploma, a certificate from a postsecondary institution and an occupational skill certificate.

According to a report in the January 1994 *Congressional Digest*:

This bill [Goals 2000] reflects the Clinton Administration's commitment to developing a system for lifelong learning and training. Standards for elementary and secondary school students are not enough. America currently has not organized ways to help students prepare for employment after high school. Goals 2000 will create a mechanism to define what skills workers must have to get a job in key occupational areas. These standards will, in turn, guide job training programs for youth and adult workers.

Both bills were passed by the House last year and are expected to pass through the House-Senate reconciliation committee quickly enough to be signed by President Clinton before the April deadline for next year's budget appropriations. If there is a delay, the new laws will not be implemented for an additional year, giving conservatives another chance to reverse them.

In case you're not familiar with the much touted National Education Goals, here they are as given in a September 1989 Na-

tional Governors' Association report:

Goal 1 - Readiness

By the year 2000, all children in America will start school ready to learn.

All disadvantaged and disabled children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school. Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need. Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2 - School Completion

By the year 2000, the high school graduation rate will increase to at least 90 percent.

The Nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent. The gap in high school graduate rates between students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3 - Student Achievement and Citizenship

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole. The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effec-

tively will increase substantially.

All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility. The percentage of students who are competent in more than one language will substantially increase. All students will be knowledgeable about the diverse cultural heritage of this Nation and the world community.

Goal 4 - Mathematics and Science

By the year 2000, U.S. students will be the first in the world in mathematics and science achievement.

Math and science education will be strengthened throughout the system, especially in the early grades. The number of teachers with a substantive background in mathematics and science will increase by 50 percent. The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Goal 5 - Adult Literacy & Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Every major American business will be involved in strengthening the connection between education and work. All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs. The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

The proportion of those qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially. The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Goal 6 - Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol. Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children. Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Comment:

If only wishing could make it so. In spite of all the lofty rhetoric, what all of the above does is federalize the dumbing-down process taking place in American education. Assisting Labor Secretary Robert Reich is Thomas Sticht, an expert on adult literacy, who wrote in 1987:

Many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of a labor force and how well it can be managed and trained—not its general educational level, although a small cadre of highly educated creative people is essential to innovation and growth. Ending discrimination and changing values are probably more important than reading and moving low-income families into the middle class.

That's a clear indication that high literacy for everyone is no longer a goal of public education. It's only for "a small cadre" composed of the university-bound elite. Reich is, like Clinton, a Rhodes Scholar, a member of the ruling elite, and his plan for transforming compulsory education into job training reflects the progressive elite's view of anyone who doesn't go to college or drops out of college as a member of the working

class proletariat. But, believe it or not, there are many non-college graduates who go into business for themselves, even educate themselves and become millionaires.

Education in America was never meant to be a form of "job training." From the very beginning it had a higher purpose. Its first purpose was to enable the individual to acquire Biblical literacy, so that the people would be able to govern themselves under God's law. That purpose was widened to include general literacy, the acquisition of knowledge, the pursuit of truth.

Today, the student is to be given a comic-book level of literacy by way of whole language instruction, no spelling skills under invented spelling, and no memorization of the arithmetic facts. In fact, the text of H.R.6, page 20, dealing with Title One, states:

The disproven theory that children must first learn basic skills before engaging in more complex tasks continues to dominate strategies for classroom instruction, resulting in emphasis on repetitive drill and practice at the expense of content-rich instruction, accelerated curricula, and effective teaching to high standards.

So the new, improved emphasis is away from the acquisition of basic skills to higher order thinking skills. If that's the case, then why don't we just eliminate primary school and start everyone in the fourth grade? The fraud being perpetrated on the American people by the educators with the help of Congress is easily discernible by those of us who know what kind of results we shall get from whole language, invented spelling, and the new new math. But by the year 2000, the American people, in their greater illiteracy, will have forgotten what the National Education Goals were all about, just as they have forgotten what the A Nation at Risk report said in 1983.

That Goals 2000 is a fraud was more or less confirmed by none other than Senator

Daniel Moynihan (D-NY) who said, as reported in *The Wanderer* (2/24/94): "We would do well to ask whence came this official delusion. Is it evidence of a dysfunction in the political world far more portentous than in our high schools? Are we in fact legislating an official lie? That is a goal governments achieve all too readily. Goals ascend as standards decline." The whole scheme, he argued, is doomed to fail. "Why are we in a state of denial about this?" he asked.

Senator Judd Gregg (R-NH), leader of the floor fight against the bill, left no doubt that Goals 2000 "leads logically to a system where federal influence in the design and methodology of teaching our children . . . will be expanded in an exponential way. . . . This bill puts us on a very slippery slope which . . . leads inevitably to a dramatic expansion in the role of the federal government, in a dominant way . . . in the education of our children."

That so many intelligent men and women in Congress are willing to go along with this fraud is disheartening but not unexpected. Education has become the instrument whereby the shapers of the New World Order intend to control the American people. By manipulating the minds of the young they will be able to control the future.

Move to Investigate Terrel Bell

Charlotte Iserbyt, former employee of the U.S. Department of Education, is calling for an investigation of former Education Secretary Terrel H. Bell on the grounds that he broke the law when soliciting a grant proposal from Bill Spady and G. Leland Burningham, former Utah State Superintendent of Public Instruction, for the purpose of promoting Outcome-Based Education. The evidence of wrongdoing is in a letter to Bell from Burningham dated 7/27/84, stating:

Dear Ted: I am forwarding this letter to accompany the proposal which you recommended Bill Spady and I prepare in connection with Outcome-Based Education.

This proposal centers around the detailed process by which we will work together to implement Outcome-Based Education using research verified programs. This will make it possible to put outcome-based education in place, not only in Utah but in all the schools of the nation. For those who desire, we will stand ready for regional and national dissemination of the Outcome-Based Education program.

We are beginning to see positive, preliminary results from some of the isolated schools in Utah which have implemented Outcome-Based Education. These positive indicators are really exciting!

We sincerely urge your support for funding the proposal as presented.

Warmest regards, Lee

The grant application was approved, and the Far West Laboratory, of which Spady was director, got funding in the amount of \$152,530. The grant number is G008410025. The project number is 122BH40246A. Charlotte asserts that Bell's solicitation of the grant proposal and the creation and promotion of a federally sponsored curriculum violate the Elementary and Secondary Education Act, General Education Provisions Act, Section 432, which states:

No provision of any applicable program shall be construed to authorize any department, agency, officer or employee of the United States to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or over the selection of library resources

Charlotte urges everyone concerned with this blatant federal promotion of OBE, with Secretary Bell's complicity to bring this information to the attention of your Congressmen and demand an investigation. For copies of the Burningham letter write or call Charlotte Iserbyt, 1062 Washington St., Bath, Maine 04530; (207) 442-7899; fax: (207) 442-0551.