

A wooden chair is centered in the frame, illuminated from above by a circular spotlight. The background is dark and textured. The title text is overlaid on the image in a white, hand-drawn font.

CRIMES

OF THE

EDUCATORS

HOW UTOPIANS
ARE USING
GOVERNMENT SCHOOLS

TO DESTROY
AMERICA'S
CHILDREN

SAMUEL BLUMENFELD & ALEX NEWMAN

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DEDICATED TO

Charlotte Iserbyt
John Taylor Gatto
Geraldine Rodgers
Edward Miller
Charles Richardson
Patrick Groff

and those unforgettable public school teachers (of a forgotten era) who taught me to read with phonics
and write in cursive

Can the liberties of a nation be thought secure when we have removed their only firm basis, a conviction in the minds of the people that these liberties are the gift of God; that they are not to be violated but with His wrath?

– THOMAS JEFFERSON

If the representatives of the people betray their constituents, there is then no recourse left but in the exertion of that original right of self-defense which is paramount to all positive forms of government
– ALEXANDER HAMILTON, *Federalist No. 28*, 1787

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INTRODUCTION

It is easier to believe a credible lie than an incredible truth.

Progressive utopians are criminals! They are genocidal psychopaths who have killed more human beings in the last one hundred years than any other ideologues in history. They don't limit their murder just to individuals, but to entire nations, as in National Socialist Germany's war of extermination against the Jews, the Soviet Union's war against anticommunists, Cambodia's slaughter of the educated middle class, and communist China's cultural war. And all of this was done in the name of creating a new, utopian society. In the United States the socialist utopians adopted a new and unique method of conquering a nation: by dumbing down its people, by destroying the brainpower of millions of its citizens.

The plan to dumb down America was launched in 1898 by socialist John Dewey, outlined in an essay titled "The Primary-Education Fetich."¹ In it he showed his fellow progressives how to transform America into a collectivist utopia by taking over the public schools and destroying the literacy of millions of Americans. The plan has been so successfully implemented that it is now a fact that half of America's adult population are functionally illiterate.² They can't read their nation's Constitution or its Declaration of Independence. They can't even read their high school diplomas.

The method of achieving this was by simply changing the way children are taught to read in their schools. The utopians got rid of the traditional intensive phonics method of instruction and imposed look-say, sight, or whole-word method that forces children to read English as if it were Chinese. The method is widely in use in today's public schools, which is why there are so many failing public schools that cannot teach children the basics. This can only be considered a blatant and evil form of child abuse.

And this abuse escapes detection because of the cleverness and deception of its perpetrators. In his 1898 essay, Dewey warned his colleagues about being too hasty in carrying out the plan. He wrote, "Change must come gradually. To force it unduly would compromise its final success by favoring a violent reaction."³

In other words, deception would have to be used in order for this long-range, complex plan to be successfully implemented. Educators learned quickly how to deceive trusting parents and taxpayers and how to manipulate politicians. They also knew that the children would be powerless to resist the abuse. And teachers have been taught to blame academic failure on the children, not themselves. Indeed, many of them revel in the idea that they are transforming America to suit their own social fantasies.

Of course, most teachers are unaware that they are complicit in this evil conspiracy. They simply do what they were taught to do by their professors of education. Few become aware that their professors deceived them and prepared them to create failure. Most of these teachers are as much victims of the system as the students they are teaching.

The purpose of this book is to expose the kind of crimes that are being committed every day against American children and the nation in the name of education. Most parents trust the public schools because they are supposed to represent the cherished values of our democratic republic. But the unhappy truth is that today's public schools have rejected the values of the Founding Fathers and

adopted values from nineteenth-century European social utopians that completely contradict our own concepts of individual freedom. And they have invented new values under the umbrella of “social justice” in order to advance society toward their idea of moral perfection.

What are the crimes being perpetrated by the educators against America and its children? The first most serious crime is *treason*. In April 1983, the National Commission on Excellence in Education said in its final report, *A Nation at Risk*: “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.”⁴

In other words, our educators are engaged in a deliberate dumbing down of America. They are sabotaging the intellectual growth of our children and depriving Americans of the most productive use of their own lives. This is a criminal act of war against the American people and should be called what it is: treason.

The deliberate dumbing down of an entire nation is genocidal in its impact on that nation’s culture and intellectual future. No group of educators should have been permitted to impose on American schools a program that is the antithesis of true education. But when deception is practiced on a scale that is beyond public understanding, it becomes a crime as specific as perjury under oath.

A second serious crime is *child abuse* by deliberately inflicting physical harm on a child’s brain by using teaching methods designed to produce dyslexia and learning disabilities. Brain scans now prove beyond a doubt that the sight, or whole-word, method of teaching reading creates dyslexia and functional illiteracy by forcing children to use their right brains to perform the functions designed for their left brains. Deliberately impairing a child’s brain ought to be a punishable offense.

A third serious crime is *contributing to the delinquency of a minor* by teaching pornographic sex education and “alternative” lifestyles that lead to premarital sex, venereal disease, depression, emotional crises, and unwanted pregnancies. More children are now born out of wedlock than ever before, creating one of America’s most serious social problems. More American children are living in poverty because their parents have adopted an irresponsible lifestyle based on secular-humanist morality.

A fourth serious crime is *destroying a child’s belief in biblical religion*, a moral and spiritual crime that leads children into atheism, nihilism, secular humanism, and satanism, all of which can result in self-destructive, murderous behavior. School shootings, massacres, arson, teen suicide, student depression, and self-destructive behavior are the results of a school curriculum that denies the existence of God, His loving protection, and life with a purpose.

A fifth serious crime is *pushing psychiatric drugs* on millions of children by requiring them to take such powerful, mind-altering stimulants as Ritalin or Adderall to alleviate such school-induced disorders as attention deficit disorder (ADD) and attention deficit/ hyperactivity disorder (ADHD). These drugs are as potent as cocaine and have even caused sudden death among teen athletes.

A sixth serious crime is *extortion*, committed when educators defraud taxpayers of billions of dollars in the name of school improvement and reform that never take place. Instead, these educators use the money to buy more miseducation. The present reform movement promotes the implementation of Common Core State Standards, which will not improve education but cost the taxpayers billions of dollars. You cannot have high standards without high literacy, and high literacy is not a goal of the new curriculum.

How do you deal with such criminality? First you have to make the public aware that it exists. Then you must make your political leaders aware of what is going on in the schools. Most political leaders wear blinders when dealing with education. For example, when it comes to reauthorizing the

Elementary and Secondary Education Act of 1965, our Washington legislators tinker with its many titles in the hope that somehow education can be improved. But what they fail to understand is that what goes on in the schools is based on an agenda that progressive utopians put in place decades ago and have no intention of deviating from. Only a massive outcry by an awakened public will force our state and national legislators to recognize the crimes taking place in the name of education and put a stop to them.

There is no doubt that what goes on today in the public schools of America are criminal activities of such a serious nature that millions of American children will suffer the consequences for their entire lives. We all recognize obvious child abuse when we see it. But the kind of abuse that goes on in our schools escapes detection because its perpetrators are so cunning and deceptive when serving up their disinformation. Indeed, it is much easier to believe a credible lie than an incredible truth.

Our progressive educational leaders have learned how to deceive parents and the taxpaying public and get away with it. They know that the children are powerless to resist their abuse. And they know how to blame academic failure on the children and not themselves. Indeed, they revel in the idea that they are, as Obama put it, “fundamentally transforming America” to be more in line with their totalitarian views. Only an enlightened public will be able to put a stop to this degradation of American education.

Parents, taxpayers, our progressive educational leaders are lying to you – and getting away with it. What’s worse, your kids can’t do a thing about it because *they* are the ones being blamed for poor performance in school. Of course, the educators have a solution – but will it really “fundamentally transform America”? Or has it *already* destroyed the American educational system? We say the latter is true, and only an enlightened public will be able to put a stop to this degradation of American education.

TREASON: THE DELIBERATE DUMBING DOWN OF A NATION

It is criminal to steal a purse, daring to steal a fortune, a mark of greatness to steal [the mind of a nation]. The blame diminishes as the guilt increases.

– FRIEDRICH SCHILLER

John Dewey (1859–1952) is generally lauded as the father of progressive education. But unfortunately he is father of much more. In the late 1800s, he and his socialist colleagues decided to embark on a long-range conspiracy to radically change America by imposing their own utopian vision of a collectivist society. In “The Primary-Education Fetich,” which we discussed in the introduction, Dewey stated that the only way to undermine the capitalist system was to get rid of the emphasis primary schools placed on the development of high literacy and independent intelligence. Why? Because both of these sustained individualism. What was needed, they believed, was a new curriculum that emphasized socialization and taught children to read by a whole-word method that would lower the nation’s literacy level and make its children more amenable to collectivist values. That the conspirators’ utopian fantasy would destroy our constitutional republic did not faze them at all. They considered themselves peerless intellects and socialism a morally superior way of life.

The most important question we must ask ourselves today is, did Dewey and his colleagues have a right to implement a scheme to destroy our form of government, which protects our people’s God-given rights to life, liberty, and the pursuit of happiness? Was their utopian fantasy more worthy of devotion than the values of a free society? Dewey preceded such tyrants as Vladimir Lenin, Fidel Castro, Mao Tse-tung, Pol Pot, and other communist leaders, who used brutal force to impose their utopian nightmares on their entire nations, killing millions in the process. But he knew that socialism could not be imposed on America by force. And so he told his followers that “change must come gradually.” That was the only strategy that would lead them to success.

Success was an egalitarian, collectivist society as described in Edward Bellamy’s 1888 novel, *Looking Backward*, a fantasy of a communist America in the year 2000 in which all private property would be nationalized. In Bellamy’s story it is assumed that Americans would adopt a communist way of life through consensus and by force of reason. So why did Dewey believe there would be a violent reaction to such a utopian plan if the public became aware of it? Of course, in all countries where communism has been imposed, there have been violent reactions. But these regimes have learned how to deal with anti-utopianism: kill off the most effective resisters, or put them in reeducation work camps, and organize mobs to intimidate the general public.

But in America, the greatest, richest, and freest nation on earth, the imposition had to be subtle, slow, patient, and “democratic.” The primary vehicle for this gradual change would be the public schools, where the dumbing-down process could be carried out without parents knowing what was being done to their children.

All of this required a massive cooperative effort by progressive educators at all levels of the education system to carry out the plan. Of course, there would be debate among them on how best to implement this radical program. For this purpose, in 1902 they established their own private forum,

the National Society for the Study of Education, in which they could discuss the various changes in curriculum needed to advance the plan. The society's yearbooks provide members of the conspiracy and *conspiracy* is the right word here, because it is secret, immoral, and involves more than one person – with what is being discussed by progressive experts in each area of the school curriculum. Since Dewey and his colleagues were convinced that nobody would believe in the existence of such a conspiracy, they felt free to discuss their plans without fear of discovery by parents.

But as Abraham Lincoln reportedly said, “You can fool all of the people some of the time. You can even fool some of the people all of the time. But you can't fool all of the people all of the time.”

In reality, Dewey's plan was to impose on America a form of cultural genocide never before imposed on any nation. The way to do it was to disparage high literacy and teach children to read by a method that would prevent them from achieving the kind of high personal literacy needed to develop their independent intelligence.

Dewey was joined in this endeavor by a new breed of “progressive” educator who came on the scene around the turn of the twentieth century. They were members of the Protestant academic elite, concentrated mainly at Teachers College, Columbia University, who no longer believed in the religion of their fathers even though many of them came from good Christian families. Some of their fathers were ministers and missionaries. These atheist renegades were also behaviorists who rejected individual freedom. Control of human behavior was one of their chief goals.

Dewey's mother was a devout Calvinist who plied her son with strong Calvinist doctrines, which he then spent all of his professional life trying to erase from his brain. He became one of those Protestant academics who rejected the religion of the Bible and put their new faith in science, evolution, and psychology. Indeed, Dewey's academic colleagues, G. Stanley Hall, James McKeen Cattell, Charles Judd, and James Earl Russell, traveled to Germany to study the new behaviorist psychology under Professor Wilhelm Wundt at the University of Leipzig. It was these men who later imposed the new psychology on American education and transformed it permanently from its academic function to one dedicated to behavioral and social change.

John Dewey was introduced to the new psychology by his teacher at Johns Hopkins University, G. Stanley Hall. In 1887, at the tender age of twenty-eight, Dewey felt that he knew enough about psychology to write a textbook on the subject, titled fittingly *Psychology*. In 1894, he was appointed head of the departments of philosophy, psychology, and education at the University of Chicago, which had been established two years earlier by a gift from John D. Rockefeller. In 1896, Dewey created his famous experimental Laboratory School, where he could test the effects of the new progressive curriculum on real children.

It was Dewey's exhaustive analysis of individualism that led him to believe that the socialized individual could be produced only by first getting rid of the traditional emphasis on language and literacy in the primary grades and turning children toward socialized activities and behavior. The long-term utopian plan required destroying America's political, social, and moral culture of religious freedom, individual rights, unobtrusive government, and high literacy for all.

Destroying the brainpower of a nation is an act of war against that nation. At no time in history has such a treacherous crime been committed against a free and trusting people. Fortunately, those born before the Dewey reading programs were put in the schools were taught to read in the traditional manner and were able to use our free-enterprise system to create our present high standard of living. But how much richer would America be if everyone who came after had that good education?

In 1983, the National Commission on Educational Excellence stated in its report, *A Nation at Risk*: “Our society and its educational institutions seem to have lost sight of the basic purposes of

schooling, and of the expectations and disciplined effort needed to attain them.”¹ In other words, ~~although we have in every city, town, and hamlet in America tax-supported public schools and compulsory attendance laws, our educators – indeed, our entire society – seem to have forgotten why we have them.~~ Not only do we have schools; we have teachers colleges, educational psychologists, and educational labs combined with tons of educational research. In short, our educational establishment is the best financed in the world. Yet, virtually no one in that establishment seems to know why schools exist. What they do know is that the system, as dysfunctional as it is, can provide many lucrative jobs for degreed practitioners of something called *education*.

Dewey’s philosophy had evolved from Hegelian idealism to socialist materialism, and the purpose of his experimental school was to show how education could be changed to produce little socialists and collectivists instead of little capitalists and individualists. It was expected that these little socialists, when they became voting adults, would dutifully nullify our constitutional government and change the American economic system into a socialist one.

To Dewey, the greatest obstacle to socialism was the private mind that seeks knowledge in order to exercise its own private judgment and intellectual authority. High literacy gave the individual the means to seek knowledge independently. It gave members of society the means to stand on their own two feet and think for themselves. This was detrimental to the “social spirit” needed to bring about a collectivist society. Dewey wrote in *Democracy and Education* in 1916:

[W]hen knowledge is regarded as originating and developing within an individual, the ties which bind the mental life of one to that of his fellows are ignored and denied.

When the social quality of individualized mental operations is denied, it becomes a problem to find connections which will unite an individual with his fellows. Moral individualism is set up by the conscious separation of different centers of life. It has its roots in the notion that the consciousness of each person is wholly private, a self-enclosed continent, intrinsically independent of the ideas, wishes, purposes of everybody else.²

And he wrote in *School and Society* in 1899:

[T]he tragic weakness of the present school is that it endeavors to prepare future members of the social order in a medium in which the conditions of the social spirit are eminently wanting... .

The mere absorbing of facts and truths is so exclusively individual an affair that it tends very naturally to pass into selfishness. There is no obvious social motive for the acquirement of merely learning, there is no clear social gain in success thereat.³

It seems incredible that a man of Dewey’s intelligence could believe that the sort of traditional education that produced our Founding Fathers and the wonderful inventors of the nineteenth century lacked “social spirit” when it was these very individuals who created the freest, happiest, and most prosperous nation in all of human history, which was no small accomplishment of the capitalist individualistic system. In reality, it was the progressives’ rejection of God that made them yearn for utopia of their own making. And if high literacy was standing in the way, it had to go. Dewey wrote in 1896, after the Laboratory School had been in operation for nine months:

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. 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.... If language is abstracted from social activity and made an end in itself, it will not give its whole value as a means of development.... 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 by the usual method. That he will make more rapid progress later when the true language interest develops... can be claimed with confidence.⁴

Note that Dewey admitted that the reading program he was proposing would not be as effective as the traditional method. But blinded by his vision of a utopian socialism, he was capable of

deliberately miseducating the child to suit his progressive social agenda. It is doubtful that he was incapable of seeing what was truly happening in the mind of a child between ages four and seven and why the teaching of reading and writing was quite appropriate at those ages. All children, except the very seriously impaired, develop their innate language faculty very rapidly from ages two to six. In fact, by the time they are six, they have developed vocabularies in the thousands of words, and can speak with clarity and grammatical correctness without having had a single day of formal education.

In other words, children are dynamos of language learning and can easily be taught to read between ages four and seven, provided they are taught in the proper phonetic way. Also, Dewey's notion that the primary function of language is social communication is patently false. If we accept the Bible as our source of information, it becomes obvious that the primary purpose of language – which was God's gift to Adam – was to permit Adam to converse with God and know his Creator. The second purpose of language was to permit Adam to know objective reality and develop his practical use of language by naming the animals. God made Adam a scientist and lexicographer even before He created Eve.

The third purpose of language was to permit Adam to know Eve, the social function of language. The fourth purpose of language was to permit Adam to know himself through introspection and inner dialogue. For Dewey and his colleagues, only the social function of language was important, and therefore children would be instructed in reading and language in a manner that emphasized their social functions. Today, the whole language philosophy of reading carries out the Dewey objective most efficiently.

In May 1898, Dewey's far-reaching plan to dumb down America, "The Primary-Education Fetish," argued that the traditional curriculum of the primary school had to be radically changed and showed progressives how to implement the plan in this long-range crusade to remake American education as an instrument to bring about socialism. He wrote:

There is... a false educational god whose idolators are legion, and whose cult influences the entire educational system. This is language study – the study not of foreign language, but of English; not in higher, but in primary education. It is almost an unquestioned assumption, of educational theory and practice both, that the first three years of a child's school-life shall be mainly taken up with learning to read and write his own language. If we add to this the learning of a certain amount of numerical combinations, we have the pivot about which primary education swings.... It does not follow, however, that because this course was once wise it is so any longer... .

The plea for the predominance of learning to read in early school-life because of the great importance attaching to literature seems to me a perversion.... It is simply superstition: it is the remnant of an outgrown period of history.⁵

Dewey had no problem recruiting other utopians to the cause. They formed a kind of socialist brotherhood in which they all contributed their resources and ideas to this utopian crusade. Many of them had read Karl Marx's *Communist Manifesto*, published in 1848, and his *Das Kapital*, first published in German in 1867. Indeed, the publication of *Looking Backward* in 1888 spurred the creation of Nationalist Clubs throughout America. These socialist political groups specifically advocated the nationalization of private property. Utopian fantasy had captivated the minds of many well-educated Americans, and it would shape the future of American education.

Their model of utopia was Bellamy's radical egalitarianism. And that is what Lenin gave to the Russians and Castro gave to the Cubans: equal poverty for all. Unexpectedly, the post-Mao communist leaders in China rejected the egalitarianism of their Great Leader and adopted a more free market-oriented economy in order to become a rich and powerful nation. In other words, the Chinese had learned that the only road to economic wealth and power is capitalism, not communism. Unfortunately, that message has not been received by present-day American utopians who constantly harp about economic inequality and how the rich are not paying their fair share in taxes. Yet,

according to the Joint Committee on Taxation, as reported by the Tax Foundation on April 17, 2014, those earning over \$200,000 a year pay 70 percent of federal income taxes.⁶

Indeed, capitalism has made America's poor the richest they have ever been. They have cars, TV sets, refrigerators and freezers, subsidized housing, air conditioners, health care, food stamps, credit cards, free progressive education (even though it keeps them poor), and other benefits.

The idea that a group of socialist educators would take it upon themselves to embark on a conspiracy to dumb down an entire nation speaks volumes about the evils of socialism. Of course, they embarked on this endeavor before the Bolshevik Revolution, before the evil of communism would show its true totalitarian colors. But even after the revolution, Dewey visited the Soviet Union and came back extolling its virtues.

In 1935 Dewey reaffirmed his commitment to socialism. In *Liberalism and Social Action* he wrote

The last stand of oligarchical and anti-social seclusion is perpetuation of this purely individualistic notion of intelligence... .

The only form of enduring social organization that is now possible is one in which the new forces of productivity are cooperatively controlled and used in the interest of the effective liberty and cultural development of the individuals that constitute society. Such a social order cannot be established by an unplanned and external convergence of the actions of separate individuals, each of whom is bent on personal private advantage.... Organized social planning... is now the sole method of social action by which liberalism can realize its professed aims.⁷

But it wasn't until the 1980s that parents began to become aware of the plan to socialize America. It was my (Samuel's) 1984 book, *NEA: Trojan Horse in American Education*, exposing the socialist aims of the National Education Association, that convinced many parents to take their children out of public schools and to begin educating them at home. Today, we have a vibrant home-school movement where reading is taught with intensive phonics and belief in God is upheld.

HOW JOHN DEWEY CREATED A HOUSE OF LIES

School is a liar's world.

– JOHN TAYLOR GATTO, *THE UNDERGROUND HISTORY OF AMERICAN EDUCATION* (2000)

One of the great problems Dewey and his colleagues had was convincing conservative teachers to adopt the new progressive curriculum that they endorsed. Deceiving the public about the aims of utopian socialism was easy enough. But teachers were needed to implement the Dewey plan. Thus, they had to be convinced that what the progressives were advocating was not only approved but highly recommended by a respected authority – educational psychologists.

Dewey wrote that what was needed first was a “full and frank statement of conviction... from physiologists and psychologists” that could be used to convince teachers and principals of the need to downgrade literacy in the primary grades.¹ This need was soon supplied in 1908 by psychologist Edmund Burke Huey, who had studied under G. Stanley Hall at Clark University and did his doctoral dissertation on the psychology and physiology of reading. His book, *The Psychology and Pedagogy of Reading*, published in 1908, became the bible of look-say, whole-word instruction. Huey wrote:

A survey of the views of some of our foremost and soundest educators reveals the fact that the men of our time who are most competent to judge are profoundly dissatisfied with reading as it is now carried on in the elementary school... .

The immense amount of time given to the purely formal use of printed and written English has been a prime source of irritation. It seems a great waste to devote, as at present, the main part of a number of school years to the mere mechanics of reading and spelling... .

Besides, as child nature is being systematically studied, the feeling grows that these years of childhood, like the Golden Age of our race, belong naturally to quite other subjects and performances than reading, and to quite other subjects than books; and that reading is a “Fetich of Primary Education” which only holds its place by the power of tradition and the stifling of questions asked concerning it.²

What is this “Golden Age of the race” in which there was no need for books or reading? Before there was literacy there was no civilization. Was that the Golden Age? This is the sort of intellectual quackery that was going to be used to destroy “stifling” tradition in the primary school. Huey continued:

In an article on “The Primary Education Fetich” in *Forum*, Vol. XXV, [Dewey] gives his reasons for such a conclusion. While the fetich of Greek is passing, there remains, he says, the fetich of English, that the first three years of school are to be given largely to reading and a little number work.... Reading has maintained this traditional place in the face of changed social, industrial, and intellectual conditions which make the problem wholly different... .

Against using the period from six to eight years for learning to read and write, Professor Dewey accepts the opinion of physiologists that the sense-organs and nervous system are not adapted then to such confining work, that such work violates the principle of exercising the fundamental before the accessory, that the cramped positions leave their mark, that writing to ruled line forms is wrong, etc. Besides, he finds that a certain mental enfeeblement comes from too early an appeal to interest in the abstractions of reading.³

Huey then suggested that children be taught to read through the same sort of stages that the human race went through before the alphabet was invented. He wrote sanctimoniously:

The history of the languages in which picture-writing was long the main means of written communication has here a

wealth of suggestion for the framers of the new primary course... .

~~It is not indeed necessary that the child should be able to pronounce correctly or pronounce at all, at first, the new~~ words that appear in his reading, any more than that he should spell or write all the new words that he hears spoken. If he grasps, approximately, the total meaning of the sentence in which the new word stands, he has read the sentence.⁴

In 1908 these co-called educators justified teaching children to read without accuracy. It is obvious that Dewey knew exactly the kind of reading instruction that would destroy high literacy and reduce young readers to word guessers. Huey went on:

Usually this total meaning will suggest what to call the new word, and the word's current articulation will usually have been learned in conversation, if the proper amount of oral practice shall have preceded reading. And even if the child substitutes words of his own for some that are on the page, provided that these express the meaning, it is an encouraging sign that the reading has been real, and recognition of details will come as it is needed. The shock that such a statement will give to many a practical teacher of reading is but an accurate measure of the hold that a false ideal has taken of us, viz., that to read is to say just what is upon the page, instead of to *think*, each in his own way, the meaning that the page suggests... .

Until the insidious thought of reading as word-pronouncing is well worked out of our heads, it is well to place the emphasis strongly where it belongs, on reading as *thought-getting* independently of expression.⁵

Huey's words are an exact definition of the pedagogical philosophy behind *whole language*, the most recent reading program of the progressives. So, there you have the look-say, whole language philosophy of reading summed up very neatly in 1908 by Professor Huey, whose book is still considered the authority on reading instruction and is read in colleges of education. It is not known whether Dewey or Huey had ever taught a child to read. They certainly made no references to such experiences in their writings. But their views have dominated reading pedagogy in the teachers colleges of America since then.

In 1991, the authors of *Whole Language: What's the Difference* gave us their own definition of *reading*. They wrote, "Whole language represents a major shift in thinking about the reading process. Rather than viewing reading as 'getting the words,' whole language educators view reading as essentially a process of creating meanings.... It is a transaction, not an extraction of the meaning from print, in the sense that the *reader-created* meanings are a fusion of what the reader brings and what the text offers."⁶

In other words, today's whole language teachers are completely faithful to the view of reading as given by Dewey in 1898 and Huey in 1908. What all of this shows is the continuity of the Dewey plan and how it is still being faithfully carried out by the education elite to this very day.

Naturally, it took some time before the new philosophy of reading could be translated into textbooks for the schools. The development of these textbooks took place mainly at the University of Chicago and at Teachers College, Columbia University, in New York. In Chicago it was William Scott Gray, protégé of Wundtian educational psychologist Charles H. Judd, dean of the school of education who produced the *Dick and Jane* readers. At Teachers College, it was Arthur I. Gates, protégé of Edward L. Thorndike, father of behaviorist educational psychology, who produced the Macmillan reading program.

By the time the books were published, there were enough progressive superintendents of schools in place to make sure that the new books were adopted. However, this was during the Depression, and many school districts could not afford these new, expensive, colorful basal reading programs. But when the economy improved after World War II, virtually every school district in America was teaching children to read by these crippling look-say programs.

In June 1928 Dewey visited the Soviet Union with a group of educators. The Soviet commissar of education had invited a group of American educators to visit Soviet schools in Leningrad and

Moscow. Upon his return to the United States, Dewey wrote a series of six articles for the *New Republic* summarizing his impressions of Soviet education. What most attracted Dewey's attention in the Russian schools was that they were made to serve the needs and interests of a communist society. George Dykhuizen, in his biography of Dewey, wrote, "The curriculum, he found, stressed the central role of work in human life, relating it on the one hand to materials and natural resources and on the other to social and political history and institutions. Classroom methods and procedures were designed to develop habits and dispositions that would lead people to 'act cooperatively and collectively as readily as now in capitalistic countries they act "individualistically.'"7

Dewey believed that American public schools could be transformed to resemble the Soviet ones. Dykhuizen wrote, "Summing up his impressions, Dewey suggested that the most instructive way to view events in Russia was as a great national experiment whose outcome was still in doubt. Like all experiments, the Soviet one involved continuous adjustments, risks, inconveniences, and uncertainties; because of this Dewey was frank to admit that 'for selfish reasons I prefer seeing it tried in Russia than in my own country.'"8

Apparently, Dewey was not quite ready for the dictatorship of the proletariat, with its slave-labor camps, intense class warfare, secret police, controlled media, and collectivist farming.

John Dewey died on June 1, 1952, three years before Rudolf Flesch made the public aware of the devastating impact his ideas on reading were having on America's schoolchildren. To the very end, Dewey clung to his idea of imposing on America the utopian evil of egalitarianism as fantasized in *Looking Backward*.

The extent of the book's influence can be measured by the fact that in 1935, when Columbia University asked John Dewey, historian Charles Beard, and *Atlantic Monthly* editor Edward Weeks to independently prepare lists of the twenty-five most influential books since 1885, *Looking Backward* ranked as second on each list after Marx's *Das Kapital*. In other words, *Looking Backward* was considered the most influential American book in that fifty-year period.

Dewey characterized the book as "one of the greatest modern syntheses of humane values." Even after the rise of Hitler's National Socialism in Germany and Marxist-Leninist communism in Russia, Dewey still clung to Bellamy's vision of a socialist America. In his 1934 essay, "The Great American Prophet," Dewey wrote:

I wish that those who conceive that the abolition of private capital and of energy expended for profit signify complete regimenting of life and the abolition of all personal choice and all emulation, would read with an open mind Bellamy's picture of a socialized economy. It is not merely that he exposes with extraordinary vigor and clarity the restriction upon liberty that the present system imposes but that he pictures how socialized industry and finance would release and further all of those personal and private types of occupation and use of leisure that men and women actually most prize today... .

It is an American communism that he depicts, and his appeal comes largely from the fact that he sees in it the necessary means of realizing the democratic ideal... .

The worth of Bellamy's book in effecting a translation of the ideas of democracy into economic terms is incalculable. What *Uncle Tom's Cabin* was to the anti-slavery movement Bellamy's book may well be to the shaping of popular opinion for a new social order.⁹

Dewey, who spent his professional life trying to transform Bellamy's fantasy into American reality, is responsible for the dysfunctional public education we have today – a minimal interest in the development of intellectual, scientific, and literacy skills, and a maximal effort to produce socialized, politically correct individuals who can barely read.

Today, the University of Chicago stands as an island of academic tranquility in Chicago's South Side, surrounded by a sea of social and urban devastation caused by the philosophical emanations from Dewey's laboratory and other departments. Charles Judd, the university's Wundtian professor of

educational psychology, labored mightily to organize the radical reform of the public school curriculum to conform to Dewey's socialist plan.

The simple truth is that most parents know why they send their children to school: to learn to read, write, and do arithmetic, at the very least. Everybody, except the educators, seems to know what happens next. You teach history, geography, grammar, French or Spanish, and lots more to fill twelve years of schooling.

The *Nation at Risk* report stated in 1983:

Some 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing, and comprehension.

About 13 percent of all 17-year-olds in the United States can be considered functionally illiterate. Functional illiteracy among minority youth may run as high as 40 percent... .

Over half the population of gifted students do not match their tested ability with comparable achievement in school.

The College Board's Scholastic Aptitude Tests (SAT) demonstrate a virtually unbroken decline from 1963 to 1980. Average verbal scores fell over 50 points and average mathematics scores dropped nearly 40 points.¹⁰

And the nation kept getting dumber. In 1988 Arthur Sulzberger, publisher of the *New York Times*, told his fellow newspaper publishers, "Today up to 60 million Americans – one third of the adult population – cannot read their local newspaper. As we edge closer to the 21st century, life is becoming more complex and will become more difficult for adults who cannot read."¹¹

In September 1993, the National Center for Education Statistics (NCES) released the results of its study of "Adult Literacy in America." It found that some ninety million American adults were barely literate. They had only the most rudimentary reading and writing skills after spending years in our public schools. Education Secretary Richard W. Riley remarked: "This should be a wake-up call for all Americans to consider going back to school and getting a tune-up." If the schools were unable to teach these ninety million students to read to begin with, why should they go back for a so-called "tune-up"? How lame can a secretary of education be? According to a *Washington Post* article of September 9, 1993, "The conclusions underscore alarms raised in recent years by business leaders and education specialists alike about the literacy and quality of the American workforce and about millions of high-school students earning diplomas though barely able to read and write."¹²

In 2003 the National Center for Education Statistics (NCES) reported that only 13 percent of American adults are highly literate, 33 percent have intermediate literacy skills, 33 percent were reading at the basic level, and 22 percent were reading below basic level. In other words, 55 percent of American adults were virtually illiterate.¹³

In 2007 the National Endowment for the Arts released its own survey of literacy in America. According to its report, *Reading at Risk*, the number of seventeen-year-olds who never read for pleasure increased from 9 percent in 1984 to 19 percent in 2004. Almost half of Americans between the ages of eighteen and twenty-four never read books for pleasure.¹⁴

Endowment chairman Dana Gioia told a reporter, "This is a massive social problem. We are losing the majority of the new generation. They will not achieve anything close to their potential because of poor reading."

According to the *Washington Post*, "SAT reading scores for graduating high school seniors [in 2011] reached the lowest point in nearly four decades, reflecting a steady decline in performance in that subject on the college admissions test, the College Board reported."¹⁵

And according to SAT scores, even the smart are getting dumber. In 1972 2,817 students achieved the highest verbal score of 750 to 800. In 1994 it was down to 1,438. America has been literally losing its brains. As for those at the bottom of the scale, in 1972, the number of students who achieved the

lowest verbal score of 200–290 was 71,084. In 1994 that number was up to 136,841. And so, the smart are getting dumber and the dumb are getting dumber. The number of test takers in 1972 was 1,022,820. In 1994 it was 1,050,386.¹⁶

In 1994, the College Board decided to “recenter” the scoring scale. What had happened since the original 200–800 scale was made in 1941 is that in 1994 the students’ average scores were well below the 500 average of previous generations, which simply reflected the steady dumbing down taking place in American education. In 1994 the verbal “average” was 423, some 77 points below the 500 average, and the math “average” of 479 was 21 points below the 500 average.¹⁷

This meant that even the 469 average verbal score made by independent school test takers was well below the 1941 average of 500! And yet, those same test takers scored 54 points above the 1994 average of 423. In other words, in 1994 the average student was a lot dumber than the average student of 1941, and the smarter students in 1994 were dumber than the average students of 1941. The College Board explained:

Beginning with the high school class of 1996, the College Board will recenter the scales, based on a more contemporary reference group. This means that the average score will once again be at or about the center of the scale – 500 – for a new reference group from the 1990s...

Setting the average verbal and math scores at 500 means that most students’ scores will be higher. So if a student scored a verbal score of about 430 and a math score of about 470 before recentering, the score would be about 500 for both verbal and math when the test is recentered.¹⁸

Now you see it; now you don’t. It’s reminiscent of a shell game, using numbers to deceive the public. Everyone’s score will suddenly go up. But the average will still remain an average so colleges will be able to tell who is or is not above or below average for purposes of acceptance. But what they won’t know is how much dumber these students are than their counterparts in 1941.

Fast-forward to 2011. According to the College Board, the SAT reading scores for the high school class of 2011 were 497 – the lowest on record. The math score of 514 was the lowest since 2006. In context of the 800-point test, the three-point decline from the previous year’s verbal score of 500 to 2011’s 497, is nothing to worry about.

The average verbal score in 2011 was 497. If we wish to see what that score would be in pre-centering terms, we would simply subtract 87 points from 497 which would give us a pre-centered score of 410, 90 points below the 500 average in 1941. In other words, students in 2011 were scoring 90 points lower on average than students of the Greatest Generation in 1941.

And according to the College Board, only 43 percent of SAT takers in the class of 2013 graduated from high school academically prepared for the rigors of college course work. This number has remained virtually unchanged during the last five years.¹⁹

Even Boston, touted as the Athens of America, is grappling with a school system in disarray. According to the *Boston Globe*, “Reading has been particularly problematic in Boston’s classrooms. Only slightly more than 30 percent of third- and fourth-graders were proficient in reading on the MCAS, according to last spring’s results, the most recent data available.” So even the children of Boston are being dumbed down by their schools.²⁰

That all of this dumbing down is deliberate and not some sort of huge national accident has been proven by the work of courageous, indomitable whistle-blower Charlotte Iserbyt, who served on the school board of her hometown, Camden, Maine, where her sons were attending school. As a conservative she discovered that she was being lied to by the liberal superintendent. She then went on to serve as a senior policy advisor in the Office of Educational Research and Improvement (OERI), US Department of Education, during President Ronald Reagan’s first term. Concerning her

appointment Iserbyt wrote:

My reputation of being an “education activist” firmly established, Reagan conservatives in D.C. invited me to become part of the demolition team established to carry out President Reagan’s promise to “abolish the U.S. Dept. of Education.” . . .

Off I went to Washington to serve as Sr. Policy Advisor in the most important office dealing with education in the world! I had zero credentials for such a job which would ordinarily be held by the former President of Stanford, Harvard, Columbia, whatever . . .

Had I not been plopped into that job I would NEVER have had access to all the incredible documents (ones dating back many years and ones outlining the present restructuring of education), all the federally-funded grants going around the world to change all nations’ classical education systems to Skinnerian outcomes-based global education. I finally got myself fired for leaking an important technology grant, and that was the end of my career in the U.S. Dept. of Education. However, before I leaked the technology grant to *Human Events* I removed all the other incriminating education documents from my office to my apartment and many of them became the basis for the *Deliberate Dumbing Down of America: A Chronological Paper Trail*.²¹

Iserbyt’s mammoth tome, based on research and documents she retrieved from the Department of Education, proves that the dumbing-down process has been engineered by American progressives determined to mold American children into members of the future utopian world socialist government.

Still, most Americans are under the impression that communism was invented by Karl Marx and Lenin and first practiced in the Soviet Union. The truth, however, is quite different.

Communism as an economic and political philosophy was created by Robert Owen (1771–1858), British manufacturer who believed that all of man’s ills were caused by religion. He became a social messiah when he “discovered” what he considered to be the basic truth about human character: that a man’s character is made for him by society through upbringing, education, and environment, and not by himself, as the religionists taught. Children in a cannibalistic society grow up to be adult cannibals. Children in a selfish, competitive society grow up to be selfish and competitive. No one is innately depraved or evil, as Calvinists believe. An infant is a glob of plastic that can be molded to have whatever character society wishes him or her to have.

Owen started publishing his ideas in 1813, and in 1816, to prove that he was right, he established his famous Institution for the Formation of Character at New Lanark in Scotland. Through a secular, scientific curriculum coupled with the notion that each pupil must strive to make his fellow pupils happy, Owen hoped to turn out little rational, cooperative human beings, devoid of selfishness, religious superstition, and all of the other traits found in capitalist man.

In 1825, Robert Owen came to America to establish his communist colony at New Harmony, Indiana. The experiment received a great deal of newspaper publicity and attracted a large number of utopian followers. It was called “an experiment in social reform through cooperation and rational education.” But in less than two years it failed. The problem, Owen decided, was that people raised and educated under the old system were incapable of adapting themselves to the communist way of life, no matter how much they professed to believe in it.

Therefore, the Owenites decided that a government system of rational, secular education would have to precede the creation of a socialist society. They subsequently launched a strong campaign to promote a national system of secular education. Owen’s son, Robert Dale Owen, and feminist Frances Wright set up headquarters in New York City, helped organize the Workingmen’s Party as a front for Owenite ideas, published a radical weekly paper called the *Free Inquirer*, and lectured widely on socialism and national education.

Their anti-biblical views turned so many people away from Owenism, however, that they were forced to adopt covert techniques to further their ends. One of the men attracted to their cause was

writer and editor Orestes Brownson, whose remarkable religious odyssey took him from Calvinism to Universalism to Socialism to Unitarianism and finally to Catholicism. Years later, describing his short experience with the Owenites, Brownson wrote:

But the more immediate work was to get our system of schools adopted. To this end it was proposed to organize the whole Union secretly, very much on the plan of the Carbonari of Europe, of whom at that time I knew nothing. The members of this secret society were to avail themselves of all the means in their power, each in his own locality, to form public opinion in favor of education by the state at the public expense, and to get such men elected to the legislatures as would be likely to favor our purposes. How far the secret organization extended, I do not know; but I do know that a considerable portion of the State of New York was organized, for I was myself one of the agents for organizing it.²²

Thus, we know that as early as 1829, the communists and socialists had adopted subversive techniques to further their ends in the United States, techniques that John Dewey and his progressive colleagues would continue to use right up to the present.

Public education was the result of an unholy alliance between Owenites, who wanted public schools to promote socialism; Unitarians, who wanted public schools to get rid of Calvinist influence; and Protestants, who wanted public schools to counter increasing Catholic immigration. The system we now have is anti-Christian, pro-socialist, and owned lock, stock, and barrel by the progressives and behavioral psychologists. It is a training system designed to treat children as little animals in conformity with the educators' prevailing belief in evolution.

This is clearly not an education system for a free society, and thus it must be changed or gotten rid of. How? American parents have shown that they still have the freedom to educate their children outside this corrupt government system. The faster they exercise that freedom, the better off we all shall be.

sample content of Crimes of the Educators: How Utopians Are Using Government Schools to Destroy America's Children

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