



Have Government Schools Become a Criminal Enterprise?

John Taylor Gatto, in his book, [The Underground History of American Education](#), describes how the conspiracy operates in the schools. He spent 30 years teaching in public schools and knows intimately how the system works.



Then, of course, we have the famous words of the National Commission on Excellence in Education, which reported in April 1983:

“The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people...If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.”

Incredible! An act of war! The Commission was telling us that treason had been committed by our educators! That was written twenty years ago, and the treason is still going on today.

Apparently, the educational leadership has its own agenda and it will not be stopped. It is now so well entrenched by federal legislation and funding, that the conspiracy has taken on the appearance of normal national policy.

When President George Bush and Senator Ted Kennedy of Massachusetts re-authorized the Elementary and Secondary Education Act of 1965, they simply extended the life of the conspiracy for another six years, calling it the No Child Left Behind Act.

Extortion is also part of the routine criminality practiced by our educators. For example, since 1965, the federal government has been funding Title One of the ESEA which provides compensatory education for socially and economically deprived children in the inner cities. So far, in 38 years, over \$125-billion has been spent on the program with no improvement in the academic skills of these students. In other words over \$125-billion of taxpayers' money has been used in ways that have not served the purposes of compensatory education. Isn't this misuse of money called extortion, and isn't extortion considered a crime?

What is crime? Noah Webster, in 1850, defined it as:

“An act which violates a law, divine or human; an act which violates a rule of moral duty; an offense against the laws of right, prescribed by God or man, or against any rule of duty implied in these laws. A crime may consist in omission or neglect, as well as in commission, or positive transgression.”

Webster's New World Dictionary, published in 1988 omits, “an act which violates a rule of moral duty” from its definition of crime. In today's world of moral relativism, there can be no moral duties. Yet,



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American educators can be accused of violating their moral duty to teach their students to read, write and do arithmetic, because their state constitutions call for the state to educate all children in these basic subjects.

Our educators have also become legal drug pushers, forcing six million children to take mind altering drugs in order to become more malleable for a criminally conceived curriculum. The use of the whole-word method, known as Whole Language, deliberately creates reading disability and the condition called dyslexia. Children know that something terrible is being done to them, but they don't know how it is being done. And so they become angry and frustrated and their behavior reflects their hatred of the school.

So now the educators have a perfectly plausible reason for drugging the kids. Most parents prefer to believe a credible lie—that there is something wrong with Johnny—than an incredible truth—that their child is the victim of deliberate educational malpractice.

Children come to school having learned to speak their own language all by themselves, and thus they feel quite intelligent. But the deliberate dumbing down process makes them feel dumb, inadequate, and disabled. And they are told that they were born that way and must learn to live with their artificially induced disability.

Of course, all of this could have been avoided had the child been taught to read with intensive, systematic phonics. But that is why the educators don't teach intensive, systematic phonics. They want to create disabled children who will be put on drugs and in expensive special education classes. More financial extortion by the educators!

Another important component of this criminal enterprise is the exposure of children from kindergarten onwards to sexual perversion. In Massachusetts, a sex seminar for teenagers taught the youngsters some of the most depraved practices of homosexuality. Was that not a form of moral child molestation? The promotion of the gay lifestyle as a desirable alternative to normal heterosexuality is fast becoming part of the sex ed curriculum.

To sum it up, children, in the hands of these educators, are at risk in four ways: academically, spiritually, morally, and physically.

The academic risk is that the child will become intellectually crippled by the teaching methods and relegated to a life far below his or her original potential.

The spiritual risk is that the child will be taught that evolution is not a theory but fact and that he or she is an animal and that God does not exist, and that worship of Satan is an acceptable spiritual expression.

The moral risk is in being taught that premarital sex is okay, that experimentation with drugs is a matter of private decision making, and that the child's decisions should not be thwarted by parents' old-fashioned moral values based on superstitious religion.

And the physical risk can be summed up in the word "Columbine."

Millions of children are thus condemned to lead lives as intellectual cripples, stunted in mental growth, spiritually empty, open to vicious temptations without a moral code to protect them.

This criminal enterprise has become totally impervious to rational reform. The only sensible thing that parents can do is remove their children from these schools and put them in private schools or teach



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them at home. Parents still have the freedom to take matters into their own hands. If they don't, then it is the children who will suffer.

Dr. Samuel L. Blumenfeld is the author of nine books on education including *NEA: Trojan Horse in American Education*, *The Whole Language/OBE Fraud*, and *The Victims of Dick & Jane and Other Essays*. Of *NEA: Trojan Horse in American Education*, former U.S. Senator Steve Symms of Idaho said: "Every so often a book is written that can change the thinking of a nation. This book is one of them." Mr. Blumenfeld's columns have appeared in such diverse publications as *Reason*, *The New American*, *The Chalcedon Report*, *Insight*, *Education Digest*, *Vital Speeches*, *WorldNetDaily*, and others.



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