



Written by [Sam Blumenfeld](#) on July 6, 2012

How American Public Education Has Become a Criminal Enterprise (Part 3)

Contributing to the delinquency of a minor has long been considered a crime. Parents who have permitted teenagers to drink liquor at parties in their homes have been charged with this crime. Adult seducers of under-age teenage girls have also been charged with this crime. But in schools, where pornographic sex education is used to introduce children to premarital, recreational sex, the crime of contributing to the delinquency of a minor is permitted.



Is there any doubt that teaching children how to use condoms encourages premarital sex? And is there any doubt that premarital “recreational” sex can lead to unwanted pregnancies, abortions, children out of wedlock, venereal disease, negative emotional entanglements, and other social problems? Yet, the public schools see no reason not to continue purveying explicit sex information that clearly destroys the innocence of the young.

And now there is a strong effort to introduce the “gay” agenda in the schools, beginning in kindergarten where children debate same-sex marriage.

Teenage promiscuity, casual, and perverse sex have replaced the sense of holy matrimony where healthful marital sex produces life-long bonding and a loving family. Premarital abstinence is the only sure way to achieve family happiness based on a monogamous relationship. But abstinence has its humanist critics.

Janice Irvine, author of *Talk About Sex: The Battles Over Sex Education in the United States*, says abstinence-only programs often rely on “fear-based tactics combined with withholding information about contraception, abortion, gay issues and masturbation. Those are considered hot-button issues — and anything to do with safer sex. The message is: There is no safer sex.”

The schools make no effort to distinguish between lust and love. There is no such thing as “love education,” in which children are told that love can be the basis of a happy marriage with all its economic, social, and emotional benefits. The idea that premarital sex should come before love is such a perverse idea, that it is amazing how many people accept it. Most teenage girls do not enjoy premarital, promiscuous sex. But its promotion by the schools gives teenagers the idea that recreational sex is cool and socially preferable to all that religious stuff about abstinence.

A *USA Today* (7/10/02) report states:

“Abstinence only until marriage” vs. comprehensive sex education may be simply the latest pairing of antagonistic ideologies in the “culture wars” that have racked post-Vietnam America. Yet the lives of many young people worldwide may hinge on the outcome.

New research released this week at the 14th International AIDS Conference in Barcelona shows that roughly half of all new infections — roughly 20,000 a year in the USA — occur in people 25 and



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under. The Centers for Disease Control and Prevention reports that 6.6% of American children begin their sex lives before the age of 13, and more than 60% by the time they reach 12th grade.

We can thank the schools for this rise in dangerous teenage behavior. And how do the sex educators justify their programs? Here is what one blog, Sex Education that Works, says about the benefits of sex ed:

Sex education aims to reduce the risks of potentially negative outcomes from sexual behaviour, such as unwanted or unplanned pregnancies and infection with sexually transmitted diseases including HIV. It also aims to contribute to young people's positive experience of their sexuality by enhancing the quality of their relationships and their ability to make informed decisions over their lifetime. Sex education that works, by which we mean that it is effective, is sex education that contributes to both these aims thus helping young people to be safe and enjoy their sexuality.

Note that the purpose of "effective" sex education is to help teenagers enjoy their sexuality and the quality of their relationships. Nothing about love or marriage. Many of these teenage relationships end up in jealous rages and abuse in which a girl's reputation is reduced to zero. Sexuality, apart from the bonds of marriage, usually leads to emotional disappointment and turmoil. The pursuit of happiness, if happiness is what a teenager wants, requires abstinence before marriage, a love relationship before a sexual relationship, and the desire for a healthy family life.

But that is not what is taught in public school, for such ideas have a religious foundation and the atheist schools are much more comfortable with student behavior focused on "sexuality," otherwise known as lust. And if the teenager becomes pregnant, there is always Planned Parenthood to provide the solution: an abortion.

Undermining a child's belief in God is certainly a moral crime against that child. Schools do it routinely by promoting the theory of evolution as fact, not theory, by banning Creation Science, and by debunking moral absolutes with lessons in Values Clarification. The Lifeboat and Fallout Shelter Survival Games force children to decide whom to kill in order to save the rest, as if that's the only choice available. A child who manages to think of a way of saving everybody is clearly motivated by biblical religion. He would get a failing grade in Values Clarification.

While turning a believing child into an atheist is not technically a crime, it can lead to future criminal behavior on the part of the child. If you add Death Education to the mix, this atheist brew can lead to nihilism and Satanism, and for the last 30 years the schools have been plagued with massacres, murders, student suicides, and vandalism — problems that can be traced to the school's assault on the students' religious beliefs. Of course, the schools and their educators would be the last to acknowledge this, but the imposition of atheism has turned every public school into a temple for Satanism.

Indeed, some humanist teachers can turn perfectly normal children into sociopaths who believe that life is meaningless and that death is preferable to life. That, in my humble opinion, is what happened to the two students at Columbine High School in Colorado. They were both reared in normal loving families, but in their sophomore year underwent a change in their psyches. They spent the next year and a half planning their massacre-suicide. No one has bothered to ask what these very intelligent boys were taught in that sophomore year that turned them into merciless killers. After their massacre-suicide explosion, the father of one of the boys said, "That was not my son." He refused to believe that his normal son could have been turned into a sociopath.

When I was going to school in the 1930s and '40s, there were no school shootings, massacres, or



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student suicides. The principal could recite the 23rd Psalm at assemblies. Belief in God was assumed to be the underlying foundation of our morality. Not so today. Evolution teaches that life is an accident, that we are all animals, there is no God, and that life has no purpose. A high-schooler who absorbs that as truth can become as twisted in his thinking as a full-fledged Satanist. It seems to happen every day in variant degrees among American students.

On top of all of this the schools now push powerful mind-altering drugs to cure such school-created diseases as ADD and ADHD. Virtually everyone with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD) has a reading problem that creates unbearable frustration which is acted out in disruptive behavior. The cure? Drugs. And of course, pushing drugs is a crime, but not in public schools.

We now suspect that Ritalin, the most popular of these drugs, can also cause sudden death. We occasionally read about a youngster suddenly dropping dead on a playing field. The FDA reports:

Sudden death has been reported in association with CNS stimulant treatment at usual doses in children and adolescents with structural cardiac abnormalities or other serious heart problems. Although some serious heart problems alone carry an increased risk of sudden death, stimulant products generally should not be used in children or adolescents with known serious structural cardiac abnormalities, cardiomyopathy, serious heart rhythm abnormalities, or other serious cardiac problems that may place them at increased vulnerability to the sympathomimetic effects of a stimulant drug.

Apparently, physicians who prescribe Ritalin don't bother to find out if a child has a heart problem to begin with. After all, not every child who takes Ritalin drops dead on a playing field. But perhaps it's the drug that creates the heart abnormality to begin with. Medical researchers on federal funds are reluctant to find anything that would upset progressive educators.

And so, the public schools are guilty of child abuse by deliberately deforming a child's brain. They are guilty of treason by deliberately dumbing down the nation. They are guilty of deliberately contributing to the delinquency of minors. They promote premarital sex which creates more social dysfunction in our society than any other activity. They are guilty of destroying the religious beliefs of millions of students who are forced to believe that life is meaningless, morals are relative, and that love of death is preferable to love of life.

Finally, the public schools are guilty of extortion: forcing taxpayers to finance all their criminal activities while pretending to educate. According to Adam Schaeffer of the Cato Institute:

Real spending per pupil ranges from a low of nearly \$12,000 in the Phoenix area schools to a high of nearly \$27,000 in the New York metro area. The gap between real and reported per-pupil spending ranges from a low of 23 percent in the Chicago area to a high of 90 percent in the Los Angeles metro region. To put public school spending in perspective, we compare it to estimated total expenditures in local private schools. We find that, in the areas studied, public schools are spending 93 percent more than the estimated median private school.

There are about 52.6 million students in the K-12 public school system. The average cost of educating each one of them is about \$10,441. The total expenditure for K-12 education is about \$542 billion, or over half a trillion dollars. The Defense Department budget is between \$549 and \$600 billion. In other words, we are spending about \$542 billion to help our domestic enemies destroy America through our education system, and spending about \$600 billion to defend America against its foreign enemies.



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That's the reality of an America as divided now as it was during the Civil War, an America that faces a very uncertain future. Meanwhile, according to the Broad Foundation, this is what we are getting for our half-a-trillion dollars:

American students ranked 25th in math and 21st in science compared to students in 30 industrialized countries. America's top math students rank 25th out of 30 countries when compared with top students elsewhere in the world. By the end of 8th grade, U.S. students are two years behind in math being studied by peers in other countries. Seventy percent of 8th graders can't read at their grade level, and most will never catch up.

These statistics should leave no doubt that Americans are being taken to the cleaners by their public educators, who have learned how gullible most citizens are when it comes to education. Their extorting billions of dollars without so much as a peep out of the public is a testament to their ability to fool most Americans all of the time. True, there will always be some exceptional teachers in the most rotten system. But they are as much victims of the system as the children.

But until there is among parents and their legislators the will to change the system, it will go on committing its moral crimes at our expense and the expense of millions of innocent children.



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