



How to Evaluate Your Child's School (Part 3)

The mastermind, or architect, behind the humanistic reorganization of the American school curriculum, by dividing it into the “cognitive” and “affective” domains, was educational psychologist Dr. Benjamin Bloom (1913-1999), who got his Ph.D. at the University of Chicago in 1942. His famous book *Taxonomy of Educational Objectives* outlined everything teachers must know and do in their classrooms if they are to convert their pupils into humanists. He wrote (pp. 10, 12):



The taxonomy is designed to be a classification of the student behaviors which represent the intended outcomes of the educational process.... What we are classifying is the intended behavior of students — the ways in which individuals are to act, think, or feel as the result of participating in some unit of instruction.

Back in the old days when I was in primary school, my teacher was not interested in my feelings about arithmetic or cursive writing. She just wanted us to memorize the arithmetic facts and write the words neatly and correctly. Bloom goes on (p. 26):

By educational objectives, we mean explicit formulations of the ways in which students are expected to be changed by the educative process.... The philosophy of education of the school serves as one guide, since the objectives to be finally included should be related to the school's view of the “good life for the individual in the good society.”

That's how humanists view the purpose of life: to achieve the “good life in a good society.” The aim of the cognitive domain, Bloom writes, is to “develop a basic knowledge of the evolutionary development of man. ... A knowledge of the forces, past and present, which have made for the increasing interdependence of people all over the world.... Knowledge of a relatively complete formulation of the theory of evolution.” (p.71)

That is why the theory of evolution is the keystone of today's education and why creationism must be kept out. Evolution is the one idea that can turn a young head away from creation to the idea that we all evolved from the primal ooze out of which organic matter was formed. The breath of life did not come from the living God who gave every individual a soul. We came from an ooze, where inorganic matter somehow decided to become organic and reproduce itself. That's all it takes in a child's mind to debunk the entire Bible and accept the idea that he is an animal, no different from all of those other animals in the zoo. As for the affective domain, Bloom writes (pp. 7, 38):

Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. We found a large number of such objectives in the literature expressed as interests, attitudes, appreciations, values, and emotional sets and biases. ... [T]he process of socialization, with its development of behavioral controls, is a topic with which the affective domain is much involved.



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Bloom then points out that it is often difficult to separate the cognitive from the affective. He writes (p.48): "Many of the objectives which are classified in the cognitive domain have an implicit but unspecified affective component that could be concurrently classified in the affective domain."

Which means that you can easily slip in some affective outcomes with your cognitive objectives, thus making it easier to obtain the desired behavioral changes. In other words, teaching evolution in the cognitive domain produces changes in the affective domain. And, according to Bloom's research, this is better done at an earlier age. He writes (pp. 85, 88):

The evidence points ... convincingly to the fact that age is a factor operating against attempts to effect a complete or thorough-going reorganization of attitudes and values.

The evidence collected thus far suggests that a single hour of classroom activity under certain conditions may bring about a major reorganization in cognitive as well as affective behaviors. We are of the opinion that this will prove to be a most fruitful area of research in connection with the affective domain.

If you, as a parent, learn nothing more from this article than the fact that the psycho-educators know how to cause a major reorganization of values in the mind of a child in one single hour of classroom activity, then you've learned why it is now so dangerous to put a child in a public school. I know of an eight-year-old second-grader in Michigan who hanged himself because of a film on suicide he was shown in the classroom. It took only one hour in that second-grade classroom to change that child's life for good.

And it is in the primary grades where the greatest damage is done. In his book *Stability and Change in Human Characteristics*, Bloom recognized the importance of the primary grades as the main environment where the greatest affective changes can be made. He wrote (p. 215):

We believe that the early environment is of crucial importance for three reasons. The first is based on the very rapid growth of selected characteristics in the early years and conceives of the variations in the early environment as so important because they shape these characteristics in their most rapid periods of formation.

Secondly, each characteristic is built on a base of that same characteristic at an earlier time or on the base of other characteristics which precede it in development. ...

A third reason ... stems from learning theory. It is much easier to learn something new than it is to stamp out one set of learned behaviors and replace them by a new set.

And that is why the National Education Association has been lobbying state legislatures to lower the age of compulsory school attendance. The younger the children, the easier it is to indoctrinate them in the values and beliefs of humanism. In the NEA's latest resolutions on Early Childhood Education, approved at their convention in Chicago in July, 2011, we read:

The National Education Association supports early childhood education programs in the public schools for children from birth through age eight. The Association also supports a high-quality program of transition from home and/or preschool to the public kindergarten or first grade. ... The Association believes that such programs should be held in facilities that are appropriate to the developmental needs of these children. The Association also believes that early childhood education programs should include a full continuum of services for parents/guardians and children, including child-care, child development, developmentally appropriate and diversity-



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based curricula, special education, and appropriate bias-free screening devices. Early childhood education programs also must be sensitive to and meet the physical, social, mental, and emotional health and nutritional needs of children.

What the NEA is essentially calling for is the legal kidnapping of American children so that they can mold them into left-wing, Democrat-humanists. As Bloom said, the earlier you get them the better. If your state legislature extends the reach of the public school into your infant's upbringing from birth to age eight, you can kiss your child's Christian religion goodbye.

Thus, it is up to parents to make sure that their state legislators do not vote for laws that make this monstrosity possible. So when you hear the term "Early Childhood Education," you know it is based on Benjamin Bloom's observation that it is easier "to learn something new than to stamp out one set of learned behaviors and replace them by a new set."

In other words, the humanist educators want to get hold of the children before their parents can fill their minds with ideas about God, sin, and salvation through Jesus Christ. Back in colonial times, the *New England Primer* taught the alphabet by using biblical precepts: For example, in teaching the letter A, it said: "In Adam's fall we sinned all." When a child learns that sin exists when learning to read, he will not forget it.

The affective domain in your child's education now includes values clarification, sensitivity training, sex education, death education, gay studies, magic circles, eastern mysticism, world citizenship, and anything else the humanists can whip up to alienate children from their religious parents. While Christianity has been expelled from the public school, Islam is being allowed to creep in. In a school in Byron, California children were actually taught how to worship Allah in the Islamic mode. It was all part of diversity and multiculturalism.

In Lexington, Massachusetts, on April 27, 2005, David Parker, father of a 6-year-old, was arrested and spent a night in jail because he objected to the homosexual curriculum in his son's kindergarten class. After being arrested Parker was arraigned on Thursday, April 28, in Concord District Court. When he informed the judge that he had not been allowed to call his lawyer, the judge scolded him for not being respectful. Parker was released on a \$1,000 surety bond. He was officially informed that he may not set foot on any school property in Lexington or he will be arrested again — for trespassing. So much for parents' rights.

That millions of Christian parents still trust the public schools despite all that we now know about what goes on inside those walls says more about the ignorance or apathy of parents than any true care they have for the welfare of their children. After Columbine and other smaller massacres there is no excuse for Christians to continue putting their children in any public school.

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