

THE GREATEST STORY OF FRAUD AND DECEPTION NEVER READ

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Sing a little song about Columbus, Halloween, George Washington, or a Christmas carol, say the Pledge of Allegiance, and even occasionally hear a verse from the Bible. Ladies and gentlemen, all those things except the Pledge of Allegiance (and it's even under attack) are passé in today's schools. In New Jersey, they even want to restrict 'with liberty and justice for all' since affirmative action is preferred. And it's getting worse. Each day brings some new affront.

John Adams said in 1765: 'A native of America who cannot read or write is as rare an appearance as a comet or an earthquake.'

INTRODUCTION

A RUDE AWAKENING FROM THE 1960's TO WHAT WE HAVE NOW

I taught school in New Jersey in the 1960's; at that time I believed the schools there to be second-to-none, my daughter having attended for 3 years. We then moved to Germany where I taught at a Dept. of Defense School which was a regular American public school. Upon returning to New Jersey after a 38- year absence, it literally blew my mind when I realized what had happened. It took a hospital stay and 1-½ years to recover. I should have known because I had been researching education since 1990, but somehow I believed this particular town could not have fallen for such folly. At that time I believed the schools there to be second-to-none, my daughter having attended for 3 years. We then moved to Germany where I taught at a Dept. of Defense School which was a regular American public school. Upon returning to New Jersey after a 38- year absence, it literally blew my mind when I realized what had happened. It took a hospital stay and 1-½ years to recover. I should have known because I had been researching education since 1990, but somehow I believed this particular town could not have fallen for such folly. Two inner city teens

PREFACE

I'm a teacher who is retired from a 42-year career in the public schools. I learned from the children that each can learn to his potential and can enjoy this challenge. That's why I'm writing this since it, for the most part, isn't happening today. First, thanks to the hundreds of children I had the honor of teaching over the years. And thanks to Jasper Ho, engineer and education activist of Kutztown, PA, who has produced many studies that argue for free market principles to be brought into our public school system, one of which is the voucher system. I also owe many other fine, dedicated writers to the cause of helping our most vulnerable. These include Samuel L. Blumenfeld, Thomas Sowell, Reed Larson, Peter Brimelow and Leslie Spencer, and many others. May their dedication some day be better recognized. I believe writing for this noble cause has to come from the heart. May God open up your hearts to the plight of every child in America.

CHAPTER 1

RIDDING OUR SCHOOLS OF TIME-HONORED TRADITIONS

Once upon a time in the land of the free and the home of the brave, little children could walk or run to their neighborhood schools with real reading books, times tables, and a sandwich and apple in their school-bags. When there, they would be greeted by teachers who might even hug them. And if a child needed help, he'd be helped by this loving teacher after school without charge. When inside the classroom, besides phonics in reading, systematic writing 'n arithmetic, they might talk about walking to school: 'I'm scared for my life.' 'I could get shot.' WHY THIS SENSELESSNESS? Two main things are responsible: the teachers' labor unions which started their stranglehold over the schools in 1961 and the gradual creep of federal involvement (the Elementary & Secondary Education Act of 1965), bringing in a whole menagerie of groups feeding from the federal trough. Here is a partial list of them:

Amer Assn of School Administrators;

Amer Federation of Teachers (AFT);

Assn of Supervision and Curriculum Development;

Business Roundtable;

Center for Research on Evaluation, Standards, & Student Testing;

Committee for Education Funding;

Council of Chief State School Officers;

Council of Great City Schools;

Education Commission of the States;

National Assn for the Education of Young Children;

National Assn of Elementary School Principals;

National Assn of Secondary School Principals;

National Assn of State Boards of Education;

National Center on Education & the Economy;

National Education Assn (NEA);

The National Parent Teachers Assn;

New American Schools Development Corp;

New Standards Project University of Pittsburgh; (9 based in DC; 3 in Alexandria, VA; 3 in Arlington, VA; 1 each in Chicago, IL; Denver, CO; Los Angeles, CA; Pittsburgh, PA; and Reston, VA). (Source— FRC)

From my research, I will also add many of the liberal foundations like Carnegie, Ford, Rockefeller, R. W. Johnson, and Pew to name a few. I'd also include groups like the National Council of Teachers of English (That's why many high schools no longer teach English grammar) and the National Council of Teachers of Mathematics (That's why times tables, for the most part have been eliminated). None of these groups is up front with what they do so that it takes a lot of digging to discover what they're up to. Just one example of fraud and deception needs to be included here:

Last week, the National Council of Teachers of Math came out with, 'We now will place emphasis on times tables, not calculators. We think we may have been wrong!' (paraphrase) They have so much arrogant power that they can actually admit it and suffer no consequences. But their admission has a selfish reason; you see, they can now publish books on how to teach the times tables and reap financial profits from doing so. No book is needed to learn the times tables—just memorize them like our parents and grandparents before us. When the single largest federal aid to education ever enacted by Congress was passed, Pres. Johnson told National Education Assn educators: 'We are going to get it started, but we are never going to get her stopped.' LBJ was right but for all the wrong reasons. I like to compare this to a giant ball at the top of a mountain, representing wisdom and knowledge, and a tiny ball at the bottom of it representing federal spending. They have now reversed places—wisdom and knowledge losing as it comes down and at the same time Government spending gaining as it goes up.

On May 5, 2006, Mayor Bloomberg expressed great concern that 185,000 science prizes for outstanding projects were given out annually but now only 65,000. No wonder we've lost our place as No. 1 car manufacturer. India and China wouldn't dream of turning their schools into institutions to learn how to get along with one another. And we're failing there too—school shootings (14 since Columbine) and 32,000 school pupils being molested by teachers and/or staff annually).

CHAPTER 2

WHY THE PROPERTY TAXES THAT ARE KILLING US DO NOT NEED TO BE SO HIGH

We're all concerned about the things happening to our young people, but we all have to be concerned about ourselves and our families too! Many are paying high costs for private schools for their children to get away from the public schools, but these people must pay high property taxes too, largely to support schools their children do not attend. Where is this all going with these exorbitant property taxes—don't think for a minute that we're going to get any relief without doing something about the two things I brought up before (teachers' labor-union and federal involvement) because it's just a fact borne out by the past that the worse the schools get, the more money that's poured into them. The money goes to the bureaucrats not really to the children other than a very small percentage. That's what Steve Jobs, founder of Apple, said when he gave up trying to help the schools. And the teachers' labor unions have a vested interest in rising teachers' salaries because the dues paid are a fixed percentage of teachers' salaries, thus adding more money to union coffers. With a membership of 2.7 million (3.2 million since 9/1/06 when the NEA merged with the AFT in New York state). The National Education Assn takes in \$95 million just in NJ annually since most teachers pay \$588-800 in dues per year, and the outlook is for more and more teachers with so many pupils being assigned to special classes because of supposed handicaps and attendance rising with more and more illegals being schooled! (Total National Education Assn receipts for period 9/30/91-8/31/92 were \$238,240,917.) Is it any surprise that the teachers' labor unions support illegal immigration wholeheartedly! In looking at the property taxes below, remember the two main causes are the teachers' labor unions and federal involvement in education, which is unconstitutional:

Property tax comparisons in the Mercer County area of New Jersey: (The unions came in in 1961.)

17 Laning Ave., Pennington, 1964 - \$600.00 2006 - \$12,500.00

141 So. Main St., Pennington, 1973 - \$900.00 2006 - \$12,500.00

25 Eglantine Ave., Pennington, 1994 - \$4,500.00 2006 - \$10,200

Hopewell Township in NJ, 1996 - \$800.00 2006 - \$7,500.00

66 Bogart Court, Princeton, NJ, 1994 - \$45,000.00 2005 - \$58,016.00

326 Bergen St., Hamilton, 1970 - \$456.59; 1975 - \$665.85; 1976 - \$762.45; 1980 - \$838.40; 2006 - \$3,522.60

45 Cleveland Lane, Princeton, 1970 - \$2,556.12; 1975 - \$3,305.82; 1976 - \$3,765.00, 1980 - \$5,257.50; 2006 - \$34,549.47

CHAPTER 3

BRACE YOURSELF FOR MORE TAXES

STATES LIKE NJ WANT TO PUT IN A NEW BUREAUCRACY—INSPECTOR GENERAL—TO CURB SCHOOL SHOOTINGS, DRUGS, AND CRIME

Before getting back to property taxes, I will cite recent school violence: Jan., 2005 Geoffrey Canada, president of Harlem's Children Zone, the black community's largest children's-advocacy group, declared that Harlem's public schools 'are producing children for jail,' and 'They're only good at producing children who have no chance at all.' In a Nov. 20, 2005, film the LA County sheriff on MSNBC said that 25 years ago, the only weapon he carried was a flashlight. Dec. 25, 2005, Junior High students were caught counterfeiting paper money; one girl tried to pay for a cafeteria meal with a fake \$20 bill. Jan. 13, 2006 school boy commits suicide. Jan. 25, 2006 Seven-year-old boy shoots an 8-year-old girl in school. Feb. 12, 2006 NJN News, Parents in Newark and other inner city schools are afraid to send their children to school because of shootings, drugs, and bullying. Feb. 22, 2006 One student shoots another. Mar. 26, 2006 Denzel Washington, award-winning actor, said, 'These days, the streets are 100 times more dangerous than they were when I was growing up.' Apr. 7, 2006 Middle School teacher accepted \$1 from students to skip gym class. Apr. 7, 2006 In Winslow Township, NJ, 4 teens plotted an assassination of fellow students, teachers, administrators, and even parents. Apr. 11, 2006 It was reported on the news that there were 77 shootings in public schools from Jan. 2006 to Apr., 2006. Apr. 20, 2006-- Five students four of whom were seventh graders planned a shooting at their Kansas school. It was Columbine-style all the way down to wearing trench coats. A South Carolina teacher won a \$300,000 lawsuit against her school because she was harassed by 10% of her class all day long—threw debris at her and cursed at her with racial slurs. The administration refused to help her, saying that these were underprivileged students. June 10, 2006 The news reported that 1/3 of school administrators have gang problems in their schools. The president of the senior class at a PA high school couldn't attend his own graduation because of gang threats. July 11, 2006 Hamilton, NJ schools step up locker checks because of drugs and weapons being brought to school. Oct. 4, 2006 --Father of a boy murdered during the Columbine shootings was on TV and blamed it on the two shooters' devotion to Evolution. They told others that they needed to rid the world of as many of the weak as possible. Oct. 9, 2006-- Student in a Joplin, MO school shot off a gun. Oct. 10, 2006-- At a Conference on School Violence in Maryland, it was revealed that 6% of school students carry weapons to school.

CHAPTER 4

YOU NEED TO KNOW THAT THE UNIONS WILL NOT FIRE ERRANT TEACHERS AND WILL NOT REMOVE DISRUPTIVE STUDENTS.

I know of a case in Lawrenceville, NJ where a third-grade girl was being bothered so much by another pupil that the parents' only recourse was to put their daughter into a private school.

What happens to Seniors living on a fixed income when property taxes become so high? They can no longer hold on to their homes, or they just exist with no frills. The labor union bosses don't care, they are cold-blooded. The biggest threat is that the teachers' labor unions give legislators and congressmen money to vote for legislation favoring them. And I fear more and more will accept this 'dirty' money because of the ever-increasing costs of running election or re-election campaigns. How does one explain that the teachers' labor unions get away with illegal strikes (PA hit by 12 strikes in 2004 and the rest of the nation 8 altogether (Source School Boards' Assn). Many of you in the area have read about the school strikes this year in Yardley, PA. Falls, PA residents too have been resentful toward the teachers' labor unions because they think they earn enough in relation to other workers in the area and that they can make up the strike days without loss of pay by simply reporting to school and perhaps reading. Resident, Michelle Leitz said, 'People out there who are self-employed have to pay their own health insurance, some don't have any insurance at all, and they're complaining about a co-pay?' Albert Shanker, former AFT president said, 'A strike in the public sector is not economic—it is political. One of the greatest reasons for the effectiveness of the public employees' strike is the fact that it is illegal.'

After adjusting for inflation, the average teacher's pay in 1993 was more than double of that in 1960 (one year before the unions got started) and per pupil spending 5 times more. 1998-99 average pay \$40,574 (NJ \$51,692); 2001-02 avg \$44,604 (NJ \$54,575)

TRACK DOWN THE POLITICIANS DOING THE UNIONS' BIDDING

Go to each of your legislator's and congressman's website and also to these: www.eiaonline.com, www.fedinfo.com, and www.opensecrets.org. The eia website will give you per-pupil costs by state, number of teachers, teacher salaries compared to a state's average income, etc. The other websites will give you all kinds of search capabilities for various election 'cycles' such as 2000 and 2004 mid-term elections. But all this is just a small portion of what politicians get from the NEA. The NEA contributes to allies like People for the American Way and the ACLU (both ultra-liberal groups), pro-immigration groups, local NEA chapters who in turn contribute to the candidate, and many more. On www.opensecrets.org, search under NEA for direct contributions to federal candidates. Check the '2004 Teachers Unions' Expenditures, esp NEA' word document. As an example, for the 2005-06 election cycle for NJ, see the following:

2005-2006 NEA FUND FOR CHILDREN AND PUBLIC EDUCATION

Menendez, Robert, Senator D.-NJ \$5,000 Lautenberg, Frank, Senator D.-NJ \$2,000

Andrews, Robert D.-NJ \$2,000 Lobiondo, Frank R.-NJ \$1,000

Pallone, Frank D.-NJ \$1,500 Ferguson, Mike R.-NJ \$2,950

Pascarell, William D.-NJ \$1,500 Rothman, Steven D.-NJ \$2,000

Payne, Donald D.-NJ \$1,000 Holt, Rush D.-NJ \$1,800 (Go to <http://www.opensecrets.org/politicians/contrib.asp?CID=N00000860&cycle=2006>)

EIA (Education Intelligence Agency) NEA Contributions

NJEA (New Jersey Education Assn) \$791,715

Protect Our Public Schools (anti-charter-school organization) \$500,000

National Council of La Raza (Pro-illegal immigration Hispanic group) \$7,900

National Assn for Bilingual Education \$5,000

Gay and Lesbian Alliance Against Defamation \$5,000

Jesse Jackson's Rainbow PUSH Coalition \$5,000

Gay, Lesbian, and Straight Education (GLSEN) \$5,000

League of United Latin American Citizens (LULAC) \$5,000

State NEA Affiliates \$9.25 million

Gephardt Legacy Fund \$10,000

Democratic Leadership Council \$25,750

Wellstone Memorial Fund \$5,000

People for the American Way \$51,200

US Hispanic Leadership Council \$10,000

National Board for Professional Teaching Standards \$6,363

Great Lakes Center for Education, Research & Practice \$200,000

Center for Teaching Quality \$122,696

Council on Foreign Relations \$6,000

Media Strategies & Research \$2,966,123 (Advertising to improve unions' images in the public eye)

The Mehlman Group- \$106,400

Donna Brazile & Associates \$40,148

Some broad categories of NEA spending (Sept. '04--Aug. '05)

Representational activities \$47 million

Political activities & lobbying \$25 million

Contributions, gifts, grants \$65.5 million

General overhead \$64 million

Union administration \$56.8 million

Elaine Chao, Secy of Labor, Bush Administration, got it through that the NEA and all other labor unions must file an annual LM-2 Report with the US Dept of Labor. The unions fought vigorously against this requirement but ultimately were unsuccessful.

U.S. News & World Report in a February 26, 1996 report on the NEA and AFT listed the top 1995 recipients of their political contributions.

NEA Rivers, Lynn D.-MI \$5,000 AFT Ackerman, Gary D.-NY \$5,000

Kildes, Dale D.-MI \$5,000 Bonior, David D.- MI \$5,000

Bonior, David D.-MI \$5,000 Gephardt, Richard D.-MO\$5,000

Johnson, Tim D.-SD \$4,000 Wellstone, Paul, Sen D.-MN\$5,000

Gephardt, Richard D.MO\$3,500 Levin, Carl, Sen D.-MI \$5,000

Also listed was that from 1993 to 1994, the NEA contributed \$3.5 million to Democrats and \$37,300 to Republicans. The AFT's campaign contributions were listed as \$5 million.

Headline 5/15/06: Member-Hungry Unions Place Hope in Mass Immigration

Some of what emerges when one studies the foregoing list is the extremely large amount of money the NEA uses to bully itself into and maintain power: they oppose charter schools (They are also public schools but with lesser restrictions, and they often work with the less able, but there's an accountability factor.), the labor unions are pro-legal and pro-illegal immigration because they want more pupils no matter where they come from because this equals a need for more dues-paying teachers, they push gay marriage, they support the PUSH coalition's extracting large sums of money from corporations (I studied this in DC.), they selectively support politicians' legacies, they support an organization that wants to remove 'under God' from the Pledge and also support removing the Ten Commandments from public buildings, they are responsible for low teaching standards, and most importantly they influence the media and take part in gigantic self-image campaigns of all kinds—ever see any of their slick TV ads which in reality fudge the numbers. (See foregoing material which lists \$2,966,123 spent last year for media strategies.)

Jasper Ho, education activist, on sweetheart deals: 'Because most elections are determined by the slimmest of margins, any organized special interest group capable of delivering more than 3% of the votes cast will more than likely control the vote of its endorsed candidate on that issue, should he win the election.

'Teachers' unions, who frequently can deliver up to 10% of votes cast in an election, are considered to be America's most powerful political force. For at least the past 35 years, they have become synonymous with the Democrat Party. Not only do they field one of the largest Democratic Convention delegations and alternate delegations contingent to determine the Democrat Party Presidential nominee, they write some of the largest campaign contribution checks and staff one of the largest get-out-the-vote 'volunteer' forces for each election.

'In return, their endorsed candidates vote for generous school fundings annually with little or no accountability for academic results. These elected officials join the teachers' unions in making nice-sounding but useless 'education reforms' whose sole purpose is to boost education spending for more unionized teachers ('smaller class sizes' and expanded 'pre-K' education), more expensive resources ('free computers for ALL K-12 students eventually'), new expensive buildings, and higher pay and benefits for teachers ('to attract and retain better teachers').

Effectively, some of our increased property taxes for higher teacher salaries are siphoned off to write campaign checks to elect politicians who then reward the unionized teachers with higher pay and benefits and increase their unionized ranks to expand their political power and influence even more. This is the sweetheart deal between mostly Democrat politicians and the teachers' labor unions. The losers are the children, parents, and taxpayers.'

In assessing this whole thing, I believe public school teachers are victims of a kind of Ponzi scheme in that they invest their college education, dedication in helping children, plus their annual dues; and the results that come out in the end cannot be what they hope for. Teachers pay up to \$900 in dues annually, although sometimes less. In exchange, the union buys loyalty from them by insuring them good pay, pensions, and healthcare, job security no matter what their job performance is, and protection from lawsuits. If teachers do strike, their pay is not affected. They can make up strike days.

Teachers, please read this. In 2006, union officials clearly recognize that they need to use coercion to raise the money that funds their political efforts. Robert Chanin, gen. counsel for the NEA, once said in U.S. District Court, 'It is well recognized that if you take away the mechanism of payroll deduction, you won't collect a penny from these people, and it has nothing to do with voluntary or involuntary. I think it has to do with the nature of the beast, and the beasts who are our teachers' (They simply don't come up with the money regardless of the purpose.' (Capital Research in Washington D.C.)

I've written mainly about the NEA or AFT, but the unions also go by their local or state names: for example, the UTLA, United Teachers of Los Angeles, or the NJEA, New Jersey Education Assn, NYC teachers usually go by the name UFT, United Federation of Teachers.

One example of the NEA's influence over Congress was in 1995 when all the Democrats and 12 Republicans voted against a bill, HR 2546, which would have revoked the NEA's property-tax exemption. It failed then by 3 votes.

It hardly seems fair that the NEA still retains its tax-exempt status like the American Red Cross ever since it became a labor union. The NEA is a federally chartered corporation like the Boy Scouts which dates from its professional charter days. This saves them at least \$2.5 million a year. Their primary weapon is political power not economic. They use it to redistribute income toward government and to insulate themselves from competition. Teacher strikes are illegal, but the law never is enforced. Strikes are so important to the unions that the national union president contacts all local presidents that are on strike. The cost of health insurance is bargained into contracts under the threat of strikes and passed on to taxpayers. This NEA insurance program included in dues further strengthens the union's grip on teachers. Teachers must forgo merit pay in return. One study showed per-pupil expenditures in unionized districts to be 15% higher than in non-union areas. The collective bargaining process (put into law by Pres. Kennedy although FDR always disapproved of it) imposes direct and indirect costs that may go into billions of dollars. The unions are very successful in getting

control of the curriculum, but the performance can take up to 10 years to show deterioration. Have you ever noticed bulletins that go out to the public deal with self-esteem or similar aspects of socializing but hardly ever the academics. There are more atrocities. It has happened that teachers refuse to write college recommendations unless students and their families supported aspects of the unions' agenda. That's just like Abbie Walsh, a Midwestern college student from Lake Elmo, MN, writing a term paper on Wal-Mart to receive an F because the professor didn't agree with her viewpoint politically. Her state senator intervened, and she received a good grade because the paper was good. Abbie, like millions of other Americans, does not agree with Joe Biden D.-DE and Howard Dean, Chairman of the DNC, who criticize Wal-Mart it seems mainly because its workers don't wish to be unionized. They're trying right now to kick Wal-Mart out of Germany for this very reason. They have, by the way, now succeeded.

Many people in the know have great difficulty with the knowledge that state legislatures are being bribed to do the unions' bidding. Of course, many legislators would probably say that they need the money for their campaigns, but also there are a high number who are teachers, ex-teachers, teachers' spouses, and other relatives of teachers.

The NEA started out innocently in 1857 in Philadelphia, the AFT in 1916 in Illinois; but both have been transformed into brass-knuckled labor unions.

'Sometimes when you're standing on the line and you got a brick in your hand, you have to throw it. Then it's up to the union lawyers to get you out!' - William Winpisinger, former union president.

I mentioned the million-dollar image campaigns they conduct, but there's something else. Particularly the NEA cleverly and deceptively changes its stripes depending on the community—none of the thug tactics in upscale communities where the high property taxes make their activities a piece of cake. Not so, in lower tax areas. I personally saw what the unions did in New Brighton, PA, when a store owner on the school board had a brick or two thrown through his store's plate glass window when he would not vote for teacher raises. Too, teachers often forget that when they get pay raises, their property taxes go up too. Perhaps, all in all, being a union member isn't worth all that much! On top of that a high percentage of public school teachers send their own children to private schools, as many as 25% or more. There are instances when union 'thugs' key people's cars or order a load of manure to be dumped on an opponent's front yard. These cases never seem to be prosecuted. I personally suffered from this union mentality that some people nurture: a relative withheld distributions to me from my brother's estate mainly because she knew I was opposed to teachers' unions, and she had taken part in a strike in the above-mentioned town.

The union fights attempts to limit taxes, cut government spending, and even to curb illegal immigration. It's no wonder then that union bureaucrats at the Department of Education (Just think, the NEA has its own cabinet office!) write all these bilingual programs. All these relationships give the NEA access to public policymaking which is arguably unconstitutional. Labor allies like FDR long opposed public sector unionization because of the potential for abuse (Boy was he ever right!), but these scruples were abandoned around 1960 when federal employee collective bargaining was first allowed. The NEA's structure is DECEPTIVE, thus hiding the truth from the American public. It is highly centralized, but its public face is local. In this small town, no one I asked knew that the union had an office in the local high school. That's another point of deception—usually the consolidated schools are located out of town or in out-of-the-way places.

In 1979, the Dept. of Education, through Jimmy Carter's efforts, was established as part of the cabinet. Sharon P. Robinson, director of NEA's research arm became head of research at the Dept of Education. This year it has a budget of \$89.9 billion. On March 27, 2006, then Senator Arlen Specter R.-PA with what seemed to be a flick of the pen added \$7 billion just like that. (1 billion is a stack of \$100 bills as high as the Empire State Bldg.) Of course, Specter had a safe seat in PA with all the unions there. What will stop another Senator and then another from doing likewise! And we're footing the bill. The late Ted Kennedy D.-MA tried then to add an additional \$6.3 billion on top of the 7 billion to restore nonexistent cuts. (Don't you love the way they come up with these figures.) Ladies and gentlemen, this kind of abuse must stop. We are financing the complete ruination of our youth! At the end of this article, I will argue for removing all federal involvement in education. This alone would cost the union \$89.9 billion in one fell swoop or actually a lot more since the education budget goes up astronomically each year and they would lose their revenue from publishing books tax-free. What a tremendous victory for children if this ever happens! You must lend your voice to this effort. As I proofread while I'm writing, I never cease to be amazed at man's cruelty to man. How can Americans bring down America's youth for a few pieces of silver!

You, one person, CAN do something. In 1995, when George Miller, D.-CA, introduced a bill in Congress which would regulate home schooling (force mothers to get a teacher's degree before being able to teach their own children at home), the outcry was so great that 800,000 calls jammed the switchboards and the bill was dropped but only AFTER the public outcry. If you do nothing else after reading this, call or write (email) your state representative and senator in the legislature, your congressional representative, and your two national senators and demand that they support the idea that the Supreme Court needs to declare federal involvement in education to be unconstitutional and email your name and location to patty.degen@yahoo.com. For God's sake, do this!

I'll go on. In 1994 First Lady Hillary Clinton gave the keynote address at that year's NEA Convention, boosting her health care plan. She and Pres. Clinton with Marc Tucker went on to write Outcome Based Education and Goals 2000 which programs are now defunct after billions spent on them, but unfortunately many of the dumbing-down ideas are still used in our schools. Goals 2000, simply put, dangled funds before states in return for discouraging phonics. Educationists seem to have an almost religious faith in whole language reading and anything holistic. But intensive phonics is the only real way reading can be taught at least to the average child and below so that they are being unrealistic. Only children with excellent sight memories can learn to read and spell with the whole language method. One would think that the over 50% adult functional illiteracy rate in this country would convince them. I have proof that the

Dick and Jane method (whole language) does not work. When I returned from Germany after a year's study under a Fulbright grant, I obtained a job teaching first grade. I had had no courses on how to teach reading. However, after using the Dick and Jane method for a month or two, I realized it did not teach reading. It was simply a memorization method. This whole thing simply goes back to John Dewey who thought school was for socializing the children not teaching them. VSSE in Vermont give out a John Dewey award! Here in this small New Jersey town, bulletins are sent to the public quarterly telling of self-esteem, not academic, programs. Dewey recommended starting reading at age 8 or 9, probably knowing full well that it was too late to learn phonics because there is a track in the brain that has closed for sounds including tone matching in singing. I know this from trying for years to teach children past the ages of 7 or 8 to sing; it can rarely be done. This is a fact. And when I tried to help pupils of 9 with letter sounds (phonics), I got absolutely nowhere. Think about little children being able to pick up a foreign language quickly whereas adults, even brilliant ones, have difficulty with correct pronunciation of a foreign language or being able to speak without a heavy accent. This is because they first learned English after the early school years.

After studying globalization, I believe there's something even more sinister going on here, and that is to dumb down as many of the world's people as possible. I have witnessed the dumbing down of German schools, and I know personally the head of Campaign for Real Education in England where schools are also not producing good academic results. This is reality. If the USA could get its schoolhouse in order, there would be a good chance other countries would follow suit.

Teachers' unions can take over school boards which they did in 1994 in San Jose, California's School District in order to divert land-sale proceeds to teacher salaries; they can smear anti-union candidates who run for school boards, and this is done frequently wherever union power is challenged. As one example, it turned out that in Virginia Beach, VA, that the victorious union candidate had a bogus Ph.D and later was convicted of campaign violations. It was reported that the unions caused NJ Governor Christie Whitman at the time to delay her voucher plans for Jersey City's troubled school system. This is disgraceful! Here's where we have miserably failed our African American citizens. We do not fight the unions enough so that these poor children who are even in fear of being shot to death on their way to school can get a decent education. I even volunteered about 15 years ago to teach kindergarten for a year in Trenton for no pay just so I could show how these little children could learn and get a right start in life, but no because the unions fear competition so much. Many teachers in Trenton have told me that they can only close the classroom door and babysit the children because there is no way they can be taught because of all the disruptive students. In NYC there are 100 pages of regulations to go through before an unruly student can be dismissed. I'm sure it's about the same in Trenton. And just think of all the youth relegated to Special Education who are taking Ritalin and even selling it to other students. Recent reports have stated that the FDA did say that they'll take a look at having tougher restrictions. (I doubt if anything will be done, at least not soon.)

Ezola Foster, LA black teacher-amthor and supporter of Prop 187 to curtail education and welfare spending on illegal immigrants said, 'There's a lot of low morale in my school because of the union positionÉThey know their members are hurting because of overcrowding and bilingual education. They never do anything to help.' She also says that union officials actively favor bilingual education, which brings a \$5,000 salary increment for bilingual teachers. Guess what—the unions get more dues from teachers' higher salaries, as the dues are a fixed percentage of the salaries.

A favorite tool of the unions to extract more money is funding equalization—the theory that different localities' differing spending denies 'equal protection' to students and must therefore be unconstitutional. This argument was rejected by the Supreme Court in 1974, but at the state level, it works. It has led to an increase in jobs and additional NEA dues where upheld. Money goes for teacher salaries, reducing class size (more teachers) and specialized programs like Special Education that add personnel. The unions using this get higher spending in disadvantaged areas—Washington DC gets the most money and has the worst test scores. More money has not been proven to be the key to better education.

The NEA has published and is still publishing books on how to learn to read using the whole language method. William Scott Gray, University of Chicago faculty member from 1914-1931, was widely influenced by John Dewey. He published the 'Dick and Jane' series as chief editor of Scott, Foresman & Co. Actually this series was first used to teach the deaf. It was written by Thomas H. Gallaudet, founder of the Hartford Asylum for the Deaf and Dumb. Gallaudet College is still in existence today—in Washington, DC. It was in the news recently because of a dispute about the new president. One study showed that the percentage of first graders scoring above the median on reading tests dropped by ½ after 18 months of whole language instruction. The NEA likes it because of the easier standards and because of its educrat loyalties, and could it be because it dumbs down and also provides a reason for writing new reading method books and reaping big profits. With no phonics, children can only skim through books and somehow absorb reading skills. When reading is taught, it's done by endless repetition to memorize as many as 1,500 easy words, to be guided by pictures in reading a story, and to skip or guess at words. Therefore schoolbooks have been simplified. Some first grade reading books are now written at the level a farmer would talk to his animals. In upscale communities, these things are hidden because children can often read before going to school and know their colors and numbers.

When intensive phonics was used widely in our schools, the illiteracy rate was negligible. Now the adult functional illiteracy rate is over 50% as I stated earlier. Functional illiteracy means that a person can read street signs and simple instructions but cannot tackle even a very simple essay or set of directions. An expert in teaching reading, Regna Lee Wood wrote, 'In 1929...hundreds of primary teachers, guided by college reading professors, stopped teaching beginners to read by matching sounds with letters that spell sounds, and started teaching them to recognize the 1,500 most commonly used words simply by seeing them printed over and over in the new 'see and say' readers.' When doing the research for this article, I visited a distant relative of mine who was in a retirement home in Franklin, PA. She remembered well that she and her brother, a professor at Slippery Rock College in PA, tried to stop the use of whole language for reading but failed. In my teaching career, the simplification of the texts is what first alerted me to what was going on. A

friend in Tennessee said that some high school graduates in his town can only read 2- and 3-letter words. Early on, after college, as I wrote before, I taught first grade on an emergency certificate and remember vividly trying to teach these sweet children how to read with the 'Dick and Jane' readers. It is impossible to do, even following carefully the short teacher's guide, at least so in 1958. My field was music at the time, but I certainly tried hard. In the same school system in PA, they used the Peterson System of Handwriting, and my pupils became exceedingly proficient in handwriting because the method was systematic and excellent. I remember being proud when every one of my pupils received a writing award from Harrisburg.

The PTA at the national level is merely an auxiliary of the NEA. Like the NEA itself, the PTA presents a very different local face—bake sales, coffees, back-to-school nights, etc and provides a nice social atmosphere. Most of the local dues are funneled to the state and national bureaucracies which have tax-free status. This is another big source of funding for the NEA.

'NEA teachers probably don't know how fat and happy the union bureaucracy has become.' (Forbes magazine) The union fat cats such as the president have 6-figure salaries with huge fringe benefits. Taxpayers are even funding retirement benefits for union staff. Some staffers are former teachers who remain eligible for their teacher pensions on top of their union benefits. In the private sector, such employer-union subventions are illegal under the Landrum-Griffin Act.

The unfunded mandate idea was cooked up by the unions. It end-runs local voters to impose duties and costs on school districts. With the No Child Left Behind Act led by the Bush Administration and Ted Kennedy, school districts can have funding withheld if they do not follow the guidelines for teaching reading with phonics instruction. This is difficult for many teachers because the colleges of education do not teach the intensive phonics method, rather the whole language method which has led to functional illiteracy.

There are a few practical things that could lead to some reform: Restrict release time with pay for teachers to conduct union business. Teacher tenure should be ended in favor of merit pay. School districts' deducting union dues from teachers' pay should be stopped. This only helps the unions in that they get their money without clerical costs. At the same time, it makes it difficult for individual teachers who have opted out of part of the dues to get their money back.

Taxpayers also should not be required to fund the union-sponsored National Board for Professional Teaching Standards which 'standards' are excuses to raise salaries.

I hope the case for disallowing union control of our schools, at least for curtailing it, has been made. If not, perhaps their own words which prove that they are positively not interested in the education of our young people will convince you:

'When schoolchildren start paying union dues, that's when I'll start representing the schoolchildren,' declared the very powerful former AFT president, Albert Shanker.

When asked about Outcome Based Education, the same Albert Shanker said, 'It's a lot easier to schmooze with kids about 'life roles' than to make sure they can do geometry theorems or read Macbeth.'

Mr. Shanker also said that a merger of the NEA and AFT was not likely because we would be viewed as a monster and would scare away rather than attack. Incidentally, I just found out that the NEA merged with the AFT in New York State effective September 1 of this year (2006). This raised their membership to 3.2 million members. Could this be that they are fearful of loss of power because of the new reporting laws for political contributions and programs like John Stossel's Dumb American Kids on ABC's 20/20.

CHAPTER 5

TEACHER ALERT

'In order to maintain themselves, unions have got to have some ability to strap their members to the mast,' enjoined Robert Reich, Pres. Clinton's Secy of Labor.

Keith Geiger, former hardball president of the NEA on the Larry King Show in talking about school vouchers, said, 'Quit talking about letting kids escape'

Sam Lambert, NEA's executive director, in 1967 said, '(The) NEA will become a political power second to no other special interest group. (The) NEA will organize this profession from top to bottom into logical operational units that can move swiftly and effectively and with power unmatched by any other organized group in the nation.' This prediction came true with the help of Uniserv, the NEA's full-time, unionized, political cadre.

In the 1983-84 Annual Edition of the NEA's Today's Education, the union took credit for the introduction of whole language, claiming, 'The overemphasis on phonics with beginners (is now) ready for the scrap heap.'

'Transfer of a service from private to government hands doubles the cost of production,' (The Bureaucratic Rule of Two)

'The Union intends to control who enters, who stays, and who leaves the (teaching) profession,' (George Fisher, former NEA president)

You know a lot about the teachers' labor unions, and you must decide if it's a good thing, putting aside any friends or relatives you have who may be so employed, especially since they would still have their jobs, whether or not the unions were weakened. These are, of course, good people; it's simply true that such a bureaucracy employs people to do wrong things. Without union control, schools

could go back to pretty much what they were before 1961, but I think much better because a lot of money would be freed up to be put to good use by local school boards and parents. And a school board voted in by the parents could decide curricula and all other school matters. No one but the bureaucrats would miss the Dept of Education:

When The American School Board Journal asked its readers who are mostly state and local school board members what should be done with the Dept of Education, the answer was to shut it down and send the money home! Almost $\frac{3}{4}$ said the Dept of Education should close down. 'I have not detected any advantage from the U.S. Dept of Education,' wrote a board president in New Jersey. A board member in Georgia concurred, 'In any endeavor, the most effective results are achieved when decision-making occurs at the lowest possible level. In education, that would be at the individual schools within local school systems.' (FRC)

Here is another condemnation of federal control: In 1984 under the socialist government of Mitterand, the French government moved to take control of the nation's 10,000 private schools, most of them Catholic. They had accepted federal subsidies. That is why two colleges in America do not accept any federal money—Hillsdale College in Hillsdale, Michigan, and Grove City College in Grove City, PA.

I have two quotes from my own experience: Mostly when I entered the teachers' room, one colleague would pipe up with, 'Here comes the spelling lady!' (I was known for having used the spelling book whereas many of the other teachers preferred invented spelling.)

A substitute teacher left a note for me. She said something to the effect, 'I didn't give them the homework assignment you left for them because they were exhausted after an afternoon of hiking.'

Dr. Larry Arnn of Hillsdale College in Michigan recently addressed the student body in which he said, 'The U.S. Constitution does not mention education when enumerating the federal government's powers because the Founders believed it should be independent of federal control; yet today, education has become one of the primary recipients of federal taxpayer funds, greatly eclipsing what is allocated for national defense.'

Besides escalating property taxes caused by union demands and federal involvement in the schools, college tuition has been rising faster than 10% a year for a number of years now. And with student populations booming, 'Universities raise tuition because they can.' (The Week, Oct. 28, 2005) Nancy Pelosi, House Minority Leader, said on September 11, 2006, that student loan rates are the highest in 6 years. This is bad for students because the average college student takes 30-40 years to pay off his student loans. Richard Vedder, Ohio University economist, has demonstrated that every time the feds subsidize college tuition through tuition tax credits, college tuition rises by the precise amount of the tuition tax credit. Another theory is that when students receive federal loans they can then afford college so that the college can raise tuition and not lose customers (students). It becomes a vicious cycle. If federal involvement in education should be declared unconstitutional, this would change.

November 22, 2005: An employer called C-Span. He complained that he has to hire 4-year-college grads who can't write a simple sentence, and they can't read well enough to interpret instructions, etc. properly. Personally, my neighbor is an engineer, and he can't find an engineer to hire who can write a report. Only 70% of college grads can write a very simple business letter. My friend's son-in-law is an asst prof at Princeton; he said the engineering students are 'retarded' in writing. He was educated abroad.

There's more about this. Because entering college freshmen, for the most part, have had a poor K-12 education, they need remediation. Therefore, with all the needed remediation it takes 5 or 6 years to complete college. This means more loans. To get an idea how bad their pre-college education was, hear this: 75% couldn't find Israel on a map. I practiced this every day with my fourth graders. We went over the main news in the newspaper, and I had various students go to a large map with a pointer to locate 'hot spots.' This can easily be worked into the day's activities, and the children always enjoyed it. I had the students bring in news articles which they could read to the class and lead a little discussion, calling on various ones to come up to the map, etc.

In 1994, the Dept of Defense's language coordinator said to me, 'Since the kids do so bad in spelling we're eliminating the spelling portion of the Comprehensive Test of Basic Skills.' Please note her mistakes, and she was the coordinator for all of Germany.

Before about 1993, there were very, very few children in Special Education in the Dept of Defense school where I was employed. It was a regular American public school, just overseas. Thereafter it started to change rapidly. I would then have at least one Special Ed pupil. In New Jersey, in the late 1970s only 9% of pupils 3-21 were in Special Ed. By the mid-1990s, 16% of students were in the program. One reason that there are more youngsters in New Jersey in Special Ed is that school districts can qualify for more state and local financial aid if they have more students in Special Ed. The lure of Special Ed money is so great that Senator Jim Jeffords quit the Republican Party when Senator Tom Daschle, Democrat minority leader at the time, promised him more Special Ed money for Jefford's state of Vermont. In 1994 children were swallowing nine million tons of Ritalin a year. There was so much of it, then and now, that the pupils began selling it to one another. New Jersey began defining a pupil by his deficits not his strengths just to get services. (SKY), Sept. 1996, 'Department of Education' by Timothy Harper.)

In the United States of America which country is spending \$929.6 billion annually on K-12 education, we are not able to teach reading adequately. Researchers, seeking the causes of reading disability which just keeps getting worse, began to develop an entirely new dictionary of exotic terms to deal with this previously unknown problem: binocular imbalance, congenital word blindness, word deafness, congenital alexia, congenital aphasia, dyslexia (which did not exist in 1940, not in Webster's dictionary in circulation at the time), strephosymbolia, ocular blocks, dyslexaphoria, ocular-manual laterality, minimal brain damage, and developmental alexia. With one little girl having an IQ of 118, the treatment was removal of her tonsils and adenoids, thyroid treatments, and exercises to

strengthen her eye muscles. (The Victims of 'Dick and Jane' by Samuel Blumenfeld)

When girls are not receiving the best education, change the schools. When boys are not receiving the best education, give them Ritalin. For girls, 'Take Your Daughter to Work Day' with nothing similar for boys. (Fostered by the feminists in the Dept of Education, prevalent in the mid 1990s)

Since all learning depends, in large part, on the ability to read, I'd like to impart more facts of this overwhelming problem we're facing. The paragraphs below are based on Samuel L. Blumenfeld's book, *The New Illiterates* (Arlington House).

Juvenile delinquency, serious crime, and drug use have all risen sharply during the last three decades. There is no question that they have in part been brought on by wrong teaching methods. Dr. George Reisman of the Jefferson School writes: 'I believe that the decline in education is probably responsible for the widespread use of drugs.' My heart goes out to those young people, normal in every way, who had to by the fourth grade finally give up in their quest to read because their visual memories just weren't capable of handling any more. Teachers in the schools of education need to learn how to teach intensive phonics and then do it. Any form of whole language does not do the job. We don't need any more proof! Some of these poor readers actually make it through college but then become a problem for industry. In 1952 General Motors had to organize a Reading Improvement Program for its management personnel.

At a meeting of the California Library Assn in 1970, Karl Shapiro, eminent professor, said, 'We are experiencing a literary breakdown which is unlike anything I know of in the history of letters.'

Going back to 'visual memories,' the term to be used is serial memory, in which the child is supposed to remember what individual letters look like in the order they appear in a word without being told that they are letters that stand for certain sounds. To the child, the letters are simply odd shapes strung together to make a whole word. To do that with thousands of words would simply tax a child's mind beyond its capacity.

The lengths to which whole-word advocates go to avoid mentioning the letters must have deleterious effects on a child's mind. I remember observing a kindergarten several years ago in Cranberry Township, PA, where letters were not brought into the whole afternoon's lesson. When I asked the teacher why, she replied that they were not allowed to.

With this method, the child looks at the beginning, the middle, and the end of words to differentiate between them. The Guidebook suggests a game to strengthen this idea: Place three toys in a row, and after the class has studied them, they are to close their eyes and be able to identify them. This is sheer nonsense and teaches nothing. The child then learns groups of phonetically related words which have the same spelling pattern like 'jump, bump; duck, cluck'; but he encounters difficulty with irregular groups like 'play, they; one, fun.' When a word such as 'Mother' is read by noting the beginning, middle, and the end, the child loses the significance of its two-syllable construction. It's all so unnecessarily complicated. The method has undoubtedly changed somewhat now.

A child diagnosed with dyslexia is someone with a weak memory, but it's a normal memory. Mr. Blumenfeld's contention is that only a child with an exceptionally good memory can learn to read well with the sight-word method.

In trying to create the disability, dyslexia, the 'experts' knew symptoms not causes. They needed to find fault with the child, not with their system.

The teachers liked the look-say method better because initially it's easier—an initial sight vocabulary can be taught more quickly than the alphabet with letter sounds. However, this initial success is deceptive because it doesn't build a foundation for learning thousands of additional words. That's why whole-language reading is an abject failure especially for below average and often just average pupils. Statistics tell us they're good up to 2nd grade. Read this carefully: 'In 1930 the word 'see' was repeated 27 times, in 1956 it was repeated 176 times because some children were already not learning with the Dick and Jane Pre-Primers. I failed one boy when I taught first grade in 1958 using this reading system. That still haunts me because I always thought it was my fault when a pupil couldn't learn. Even with this failure, entire public school systems converted to the sight-vocabulary method.'

In 1994 a Life magazine article went to incredible lengths to try to prove that not learning to read was the child's fault; therefore he has dyslexia. The article starts out with, 'Millions of children in the U.S. suffer from dyslexia. It is responsible for about 70% of the school failures.' This is an abject lie! The sight-vocabulary system is to blame.

A parent today who's halfway aware of what's going on has only one alternative—home school her child because even private schools are being regulated, and their teachers have graduated from the teachers' colleges which are regulated by the National Council for Accreditation of Teacher Education which is run by the teachers' unions. But many mothers have to work, and poor people can't get vouchers for at least a better school because politicians vote vouchers down. One of Pres. Obama's first acts was to veto vouchers for poor children in Washington D.C. (loyalty to unions rather than his own people)

The schools say they teach phonics. They DON'T. It must be intensive phonics (drilled but it can be fun if put to music or rhythms occasionally). The right teacher can make children excited about anything in learning! I'll defend the child every time.

Phonics was taught exclusively and successfully for over 3,000 years. The 85 odd years of the sight-vocabulary or look-say system have produced the greatest epidemic of reading disability the world has ever known, especially when one factors in the \$929.6 billion spent yearly!

Phonics is so easy when started early; I recommend 5 years old or younger. Each letter is introduced by name, only several at a time. In

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