

# The Breakfast Club

## Constitutional Minute for 11 May 2024

### American Education – Part 5 of 5

#### American Education Today

The first temptation in putting together this final essay in the “American Education” series was to simply provide you with pages of hyperlinked headlines that cover the gamut of what’s wrong with public education and let you read the articles and draw your own conclusions. As you know if you’ve been following the subject, there is no dearth of troubling headlines.

For instance, as I sat down to begin writing, this headline from The Federalist caught my eye: [‘\\$50 Billion,’ Chicago Teachers Union Contract Demands Higher Pay And Lower Expectations.](#)

Teachers demanding greater pay without having to demonstrate that their students are actually learning anything (or in spite of testing showing their students haven’t learned much) is nothing new; we’ve been hearing this for the last 50 years at least. Public school teachers deserve adequate pay, I think we can all agree, but do they deserve free abortions? Should they be allowed to demand unused school facilities be turned into illegal immigrant housing; are they entitled to “police-free schools,” creation of “Professional Problems” committees at which the School Board will not be represented, and do they deserve 9 percent annual cost-of-living raises? All these demands and more are in their draft contract! The raises would bring the average Chicago teacher’s salary to nearly \$145,000 over the next four years. Read the 142-page (proposed) [contract](#). This is a union that clearly wants control of Chicago schools.

In 1967, Sam Lambert, Executive Secretary of the National Education Association (NEA), predicted that *“NEA will become a political power second to no other special interest group...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.”*<sup>1</sup>

In April of 2023, the Los Angeles “operational unit” of the NEA conducted a short, three-day strike, all that it needed to get the LA School Board to approve a contract giving low-paid workers a 30% pay raise.<sup>2</sup> Who in their right mind would give someone a 30% (or even a 28%) pay raise in one year?

For more on the perfidious NEA and its effect on public education, get a copy of Samuel Blumenfeld’s classic book listed at the end of this essay.

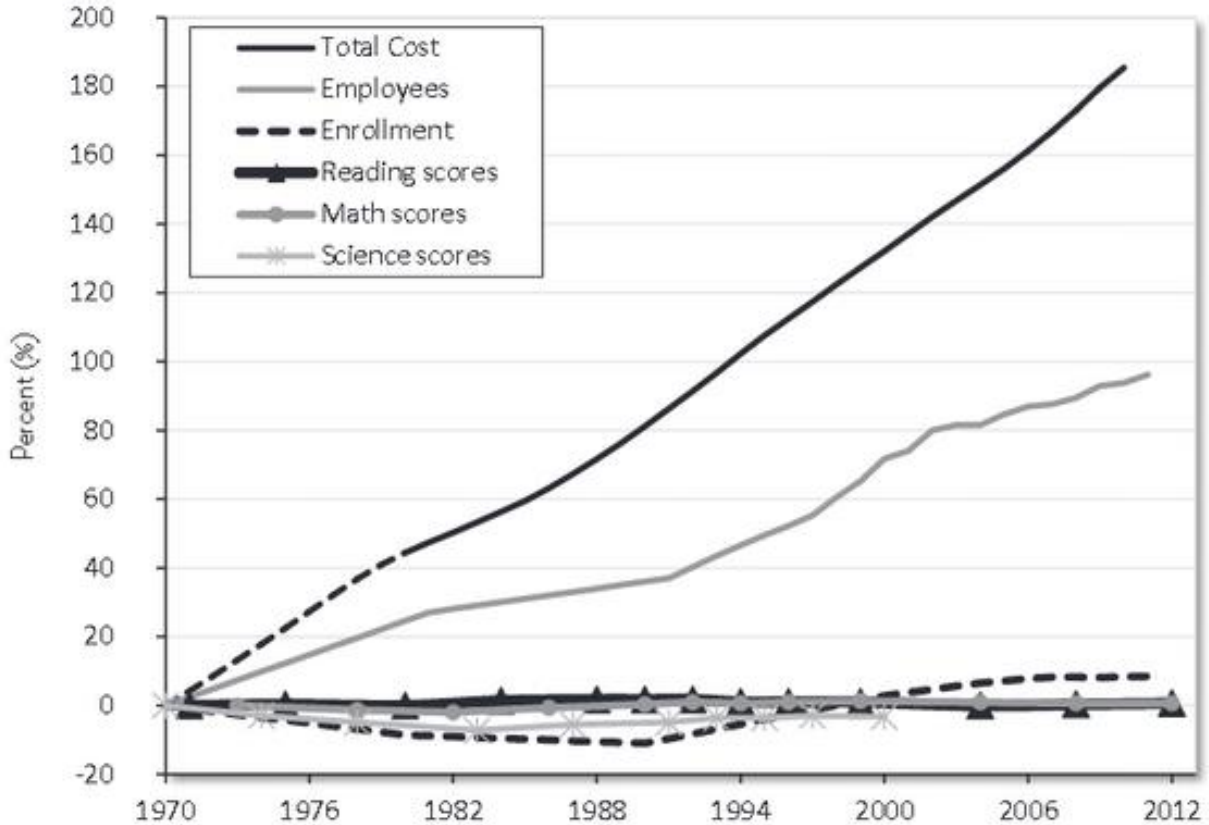
## The Cost of Public Education – What’s the ROI (Return on Investment)?

If you recall, much of the push-back over public education in the 19<sup>th</sup> century, more so in the South, was the reluctance to be taxed to cover the cost. Gradually, Americans came to accept that if you want all Americans to be educated, a public system had to be financed through taxes on all citizens. But what is the appropriate cost per student of such a system; how much are you willing to pay, as a retiree for example, to educate your neighbor's bratty kids? Unfortunately, because there are so many different sources of revenue for public education (lottery proceeds, federal funds, state funds, private donations), the real estate and/or state income taxes paid by individuals don't reflect the true cost of the system. The [national average](#) of public education per pupil cost comes to \$15,663 per student;<sup>3</sup> Virginia is right in the middle, at \$15,059 (24<sup>th</sup> place). But why does New York spend \$29,873 per student per year (the highest cost state) and Utah only spend \$9,552 per student (the lowest cost state)? Does that mean a Utah student receives a 68% inferior education? Hardly!

New York's 8<sup>th</sup> Grade math scores align almost exactly with the national averages since 1990.<sup>4</sup> At twice the national average cost you'd expect something better. Utah's scores, at least for the years 2000-2018, also match the national averages. Clearly, Utah taxpayers are getting a bargain with no apparent loss in results. Some of this can be naturally attributed to regional differences in the cost of living, but not all of it. According to the MyLifeElsewhere website, the cost of living in Utah is 17.4% cheaper than California.<sup>5</sup> Based on California's funding, Utah should be spending \$24,795 per pupil. Based on Utah's funding, California would be spending \$11,175 per pupil. Either way you look at it, California teachers are living large.

The biggest problem, however, is not the difference in per pupil cost but the total cost trend line. The cost of public education nationally for the period 1970-2012 is shown in the following chart, exhibited recently by Dr. Dave Brat. Notice that while reading, math, and science scores showed no appreciable change over this period, and changes in total enrollment average out, the total cost of education nationwide skyrocketed. If public education were being run as a public business, the stockholders would be furious at the straight-lined results compared with exploding costs -- oh wait, we're the "stockholders."

## Trends in American Public Schooling Since 1970



Sources: U.S. Department of Education, "Digest of Education Statistics"; and NAEP tests, "Long Term Trends, 17-Year-Olds."

Note: "Total cost" is the full amount spent on the K-12 education of a student graduating in the given year, adjusted for inflation. In 1970, the amount was \$56,903; in 2010, the amount was \$164,426.

If there is one point this graph makes crystal clear, it is that throwing money at public education does not change the learning outcome. Do better paid teachers actually teach better? Apparently many still think so: [teacher salary increases have been proposed in 26 states](#).

While public school systems spend an average of \$15,663 per student, the average tuition for Christian schools is around \$7,000 to \$10,000 per year. Yes, this is not quite an "apples to apples" comparison, but the point is still relevant. The average Christian school may not offer the fifteen! varsity sports that York County's Tabb High School offers,<sup>6</sup> but how important, really, is a Field Hockey team to the task of "binging up a child in the way that he should go?" If Christian schools could charge \$15,000 in tuition, they could no doubt offer more of the "bells and whistles" of their public-school counterparts.

## Dumbing Us Down – Are Public Schools Actually Teaching?

The Discovery Institute [recently reported](#) that “[t]he majority of U.S. public school students do not achieve grade level proficiency. The National Assessment of Educational Progress, the “Nation’s Report Card” [reveals](#) that only 28.7 percent of 4th-graders, 26.4 percent of 8th-graders, and a mere 22.8 percent of 12th-graders reach basic proficiency levels averaged across seven subjects (civics, geography, mathematics, reading, science, U.S. history, and writing) on the National Assessment of Educational Progress tests. In other words, over 71 percent of our students lack basic academic proficiencies at the end of their 13-year K-12 schooling.”

International comparisons are even worse: “Twenty-five [countries](#) outperform U.S. K-12 students.”<sup>7</sup> York County Schools Division prides itself on being “1<sup>st</sup> in the Region, 3<sup>rd</sup> in the state.” Without putting that statement in a national or international context the claim tells us very little; being third best in a failing system is still failing.

[As this article addresses](#), public school kids today are not being taught much about history, particularly American history, or, if they are learning history, it is only long enough to pass the next test.

Educators try program after program, “new thing” after “new thing;” we throw millions after millions at our schools and still “[Education Secretary Arne Duncan estimates](#) that 82% of this country’s public schools are not passing the test in educating our children.”

[Writing more than thirty years ago](#), Jonathan Hood of the Foundation for Economic Education (FEE) concluded that the “[g]overnment is wholly unsuited to teach America’s students.” In other words, Horace Mann’s “Common School” experiment has failed. “Government schools” (which is a far more accurate title than “public schools”) must by necessity provide a “one size fits all” educational system and must serve “all comers.” As the National Assessment of Educational Progress shows, little has changed in the last thirty years except the cost of a substandard education.

In “[Still Left Behind](#),” American Enterprise Institute Fellow Katharine B. Stevens concludes: “More than 50 years after the ESEA<sup>8</sup> was signed into law and close to 14 years since the nation’s most far-reaching school reform initiative was launched, the very children long targeted by reform and increased spending were still failing in large numbers.”<sup>9</sup>

As “W. Rogers” opines in the Baltimore Sun: It’s “time to stop throwing good money after bad educational practices.”<sup>10</sup>

## Parental Rights/Involvement

If you recall from two essays ago, Noah Webster's definition of "Education" placed ultimate responsibility on ~~the state~~ parents for the education of their children. Parents could obviously employ tutors for this task, but nothing relieved them of ultimate responsibility.

Compulsory education laws confused this situation. If the state now required children to attend school until a certain age or grade, didn't the state now share responsibility for educating those children? Gradually, parents began to see it this way. A lot of parents, most even, are now willing to not only let the state educate their children but even worse, decide what that education should consist of. "Who am I as a parent to say what my child needs to know to get into college these days?" "There is no need for me to monitor their education. I've met some of their teachers; they seem like good, caring, responsible people." And most certainly are.

All teachers, I believe, start out with a desire to see their students learn and succeed in life. But if they start out as Progressives, they will likely stay that way -- they will find plenty of "fellow travelers" in their schools. Fortunately, or unfortunately, depending on your point of view, public school teachers have little say over the curriculum they teach. They don't approve the SOLs; they don't, ultimately, approve the textbooks which, theoretically, have been written to support the SOLs. They have no say over who shows up on the first day of classes. And they may not know of or agree with Noah Webster's belief that a child's education is the responsibility of their parents; they may in fact have bought into the lie that children belong to the state and the state will educate them however the state desires. If you think for one moment that "it takes a village" was an off-hand, spur of the moment remark of Hillary Clinton that she subsequently turned into a book title, there's this bridge in Brooklyn I'd like to show you. In 2013, a Tulane University professor achieved her "15 Minutes of Fame" after stating: "[W]e have to break through our kind of private idea that kids belong to their parents or kids belong to their families and recognize that kids belong to whole communities."<sup>11</sup> Spoken like a true progressive.

Some, but not enough parents understand what's at stake, and how speaking up can make a difference. The [media](#) is noticing the pushback by some parents and the groups they are forming like [Moms for Liberty](#), [Don't Mess With Our Kids](#), [Speak-Up](#), and others. The educational establishment [is quite concerned](#). Some in the "ed world" have started to delineate [specific rights parents have](#) or don't have once they put their children on a school bus, even going to the point of misconstruing Supreme Court decisions by insisting: "*All children, regardless of immigration status, have a right to a free education,*" which was decidedly **not** the opinion in the 1982 *Plyler v. Doe* decision they cite.<sup>12</sup>

[As of a year ago](#), 32 state legislatures had introduced Parental Rights bills, up from 18 a year before that; there are undoubtedly more now. A Parental Rights [Constitutional Amendment](#) has even been proposed.

Here are some concerns parents should have (and proof of that concern):

- [Concern over Sex Ed programs has been voiced for so long that all parents should by now have full access to the curriculum, be able to opt their child out, and have that decision respected.](#)
- [Is the curriculum teaching their child to hate America, that their country is systemically racist, or that their skin color decides whether they are an oppressor or the oppressed?](#)
- [Is the curriculum teaching my child that the colonies declared independence to preserve slavery \(1619 Project\)?](#)
- [Is the school or its curriculum encouraging gender confusion in my child?](#)
- [Is my child being forced to use “preferred pronouns” when addressing teachers or fellow students or face suspension?](#)
- [Will my daughter be forced to room with a transgender student on an overnight school trip without my notification?](#)
- [Is my daughter forced to share bathrooms or locker rooms with biological males?](#)
- [Is my child’s Chromebook or other school-supplied device monitoring their online activity, or even their homelife?](#)
- [Is my child’s teacher transgender, is the school going to tell me?](#)
- [Is my child’s teacher trying to seduce him?](#)

## **Social/Cultural Reconstruction**

John Dewey would be proud to see the reconstruction of American culture now underway through the medium of public schools: Diversity, Equity, Inclusion (DEI); Social, Emotional Learning (SEL), gender confusion, historical revisionism, the purging of any signs of Christianity (I started to say the purging of “religion” but then I realized that Islam is much more welcome in the public schools in certain regions of the country than the religion of Jesus that helped form this country. I imagine that is nowhere truer than the public schools of Dearborn, Michigan). Dewey would not be alarmed much to see the consistent failure of schools to achieve academic standards since to a true progressive these fall way behind social reconstruction in importance. He might be dismayed to see a resurgence of phonics-based language instruction.

Let’s look at some of these avenues of cultural reconstruction.

## **LGBTQ Promotion**

What is a boy, what is a girl? Start with deconstructing the current vocabulary and then build a new one -- typical Marxist procedure. If you doubt that public school teachers across the nation are promoting transgenderism and its associated perversions simply take out a free subscription to the [Libs of TikTok \(LOTT\)](#). Chaya Raichik does a masterful job of letting public school homosexual and transgender teachers and staff speak for themselves. She sends a near-daily email with 4-5 examples to review. Listen to teachers brag about how they encouraged their 5K charges (for example) to consider that mommy and daddy might have guessed their sex wrong. In the background of these very short videos (1-2 minutes), often filmed in a classroom, you'll often see rainbow flags and signs announcing the teacher's "preferred pronouns." You'll hear them brag about providing chest binders to inquiring girls without their parent's knowledge. Yes, there is irrefutable proof that such wickedness goes on.

Of course the Biden Administration "has their back" in promoting gender dysphoria; witness the [latest "law by rule-making" attempt by the Biden administration](#), if Congress doesn't tell DOE to go pound sand in a rathole, it will signal the end of Title IX girl's school sports programs.

## **Diversity, Equity, Inclusion**

DEI has different manifestations. In the corporate world, a "DEI Program" most often relates to hiring new employees based on group identity rather than on merit alone to achieve a "diverse" workforce based on some loosely defined quotas. The premise is that a diverse workforce is somehow a "better" workforce. DEI Officers are hired to analyze the company's current workforce and make changes to hiring practices to increase "diversity" and expand "inclusion" to produce better "equity" for "historically marginalized" groups. A more diverse workforce apparently "inspires creativity," "encourages varied perspectives," "enhances open communication" "helps foster trust," and "improves team relationships." This [article](#) claims there are at least 20 "benefits" of having a diverse workforce. Conspicuously absent in the article is any evidence that these "benefits" actually result from initiating a DEI program.

In the public school setting, “DEI” can stand for new hiring practices as just described, it can mean “Diversity Training” for teachers and other staff, or it can stand for changes to an established curriculum or the addition of new curriculum used to teach students that “diversity, equity and inclusion” are worthwhile goals of society, that “marginalized groups” are the result of being “oppressed” by “oppressors.” [The ACLU says](#) that “DEI programs recruit and retain BIPOC, LGBTQ+, and other underrepresented faculty and students to repair decades of discriminatory policies and practices that excluded them from higher education.” In other words, if your local high school does not already employ a prosthetically-enhanced transgender teacher, perhaps they should seek one out to make sure these dysphoric individuals don’t feel marginalized. Just saying.



“DEI in education consists of the steps that academic systems take to ensure everyone feels seen and heard. Incorporating DEI in education is critical because it is instrumental in helping students and staff understand and respect our differences and shared humanity.”<sup>13</sup> Sounds good, who can argue with such a plain-vanilla description of a new curriculum. The progressive Left has fully and completely embraced DEI.

But pushback is mounting.

The headline says it all: [DEI Is Everywhere in Our Schools and It's Hurting Our Kids](#).

[Heritage Foundation is even more critical](#): “anti-bias training doesn’t reduce bias.” Heritage’s Jonathan Butcher believes: “State lawmakers should consider proposals that give parents veto power over these initiatives.”

Utah Representative Burgess Owens (R), a black man and chair of the House Subcommittee on Higher Education and Workforce Development, called DEI “a long-growing cancer that resides in the hearts of American academic institutions.”

Sometimes DEI Staff Training can even have [fatal effects](#).

Obviously, any time a parent or community member expresses concerns over DEI hiring practices or classroom instruction, he or she is labeled [racist](#), homophobic, transphobic, BIPOC-phobic, extremist, or, worst of all: “republican” (just kidding, sort of). [Forbes magazine](#) insists such pushback is “politicized.”



“Christopher Rufo, a senior fellow at the Manhattan Institute, seems to be leading the opposition to DEI in hiring at the moment. He [wrote in a New York Times op-ed last year](#) that ‘these are not neutral programs to increase demographic diversity; they are political programs that use taxpayer resources to advance a specific partisan orthodoxy.’”<sup>14</sup>

## Social Emotional Learning

You do have to sympathize with today’s school superintendents. When they have [first graders bringing a gun to school](#), shooting and wounding their teacher and then spewing forth a profanity-laced diatribe justifying their actions, what changes would you make in the school routine?

Clearly, some parents should never have become parents, or should ask relatives/friends for help raising their child to know right from wrong. Mix in drugs and an unsecured gun and you have a recipe for disaster in the making. [Incidents of school violence seem to be occurring more frequently](#). How are schools to cope with this, let alone prevent it? Teaching kids to be sociable and control their emotions seems like a good solution; is it?

Introducing Social, Emotional Learning (SEL). “Social–emotional learning (SEL) is an educational method that aims to foster social and emotional skills within school curricula.” Sounds good, right? What could possibly go wrong? In some implementations, students are asked to enter their current mood or feelings into an app every day. Parents have no visibility of their child’s responses. Concerning?

[Here's the testimony](#) of American Enterprise Institute Research Fellow Max Eden before the [House Committee on Appropriations Labor, Health and Human Services, Education, and Related Agencies](#). He raises four issues concerning SEL:

- Claims that SEL is “evidence-based” are not well supported.
- SEL has become ideologically charged.
- SEL data collection subverts the privacy of students and families.
- SEL in operation resembles unlicensed therapy.

I suggest you download (the “testimony” hyperlink) and keep Eden’s analysis where you can retrieve it easily. His arguments are well assembled and (I think) persuasive.

This is a summary of the criticism of SEL from Wikipedia’s SEL page (with hyperlinks internal to Wikipedia removed):

“A number of conservative publications and groups, including *National Review* and *The Federalist*, have criticized social-emotional learning as a “Trojan horse” used to bring in

ideas such as critical race theory, sexual orientation and gender identity, and other left-wing politics to the classroom. Robert Pondiscio of the right-leaning think tank the American Enterprise Institute also criticized SEL for changing "the role of the teacher, from a pedagogue to something more closely resembling a psychotherapist, social worker, or member of the clergy - no less concerned with a child's beliefs, attitudes and values." Those opposed to SEL have cited CASEL's 2020 initiative, "Transformative SEL", as further evidence that SEL has left-wing political overtones; "Transformative SEL" lists among its goals "interrogating social norms, disrupting and resisting inequities, and co-constructing equitable and just solutions."

If you need further convincing, [this article](#) critiques a specific implementation of SEL created by none other than actress Goldie Hawn called "MindUp."

## Historical revisionism

The rewriting of America's history, which has been going on for more than 100 years, is explained in the 1991 classic: *The Rewriting of America's History* by former Library of Congress historian Catherine Millard. In 1952 Congress chartered a committee to investigate whether public school textbooks were being manipulated to change the view of history being presented and student's perception of their country, and who was funding this project. The [Reece Committee Report](#) did find that the Rockefeller Foundation and other big money groups were indeed involved in such a project. The main thrust of the project was to remove the references in American history books to Christianity and its influence on the forming of the country. They sought to produce a completely secularized version where God is not even present let alone providentially involved as a historical force. I encourage you to go to the YCSD Admin office and read the history textbooks for yourself and compare them to ones being used in the mid-1900s.

There are many history books which do consider God to have been involved providentially in the founding and growth of America; you will not find them in a public classroom, but they are used in Christian schools and highly recommended for Christian homeschoolers. They include:

- *America's Providential History*, by Mark Beliles, 1989.
- *By the Hand of Providence; How Faith Shaped the American Revolution*, by Rod Gragg, 2011.
- *Forged in Faith: How Faith Shaped the Birth of the Nation, 1607-1776*, by Rod Gragg, 2010.
- *From Sea to Shining Sea*, by Peter Marshall & David Manuel, 1997.
- *The American Miracle, Divine Providence in the Rise of the Republic*, by Michael Medved, 2016.
- *God's Hand on America, Divine Providence in the Modern Era*, by Michael Medved, 2019.

- *Miracles in American History: 32 Amazing Stories of Answered Prayer*, by Susie Federer, 2012.
- *Sounding Forth the Trumpet*, by Peter Marshall & David Manuel, 1986.
- *The American Story; The Beginnings*, by David Barton, 2022.
- *The Christian History of the American Revolution : consider and ponder*, by Verna Hall, 1975.
- *The Christian History of the Constitution, Vol 1: Christian Self-Government*, by Verna Hall, 1976.
- *The Christian History of the Constitution, Vol 2: Self-Government with Union*, by Verna Hall, 1976.
- *The Light and the Glory*, by Peter Marshall & David Manuel, 1977.
- *The Making of America*, by W. Cleon Skousen, 2007.

## **1619 Project and Critical Race Theory.**

The 1619 Project is an attempt by journalist Nikole “All journalism is activism” Hannah-Jones to rewrite American history as regards slavery, from 1619, when “twenty and odd negros” were offloaded at Point Comfort near Hampton, VA, until the present era. The Project puts forward some wacky claims, for example: the traffic woes of present-day Atlanta, Georgia, can be blamed on slavery. Upon publication The Project was immediately denounced by many American historians, both black and white. *Washington Post* columnist George Will called the Project “malicious” and “historically illiterate.”<sup>15</sup>

There are two versions of The 1619 Project: the collection of essays (V1) that first appeared in the New York Times Magazine in August 2019, and then what I will call “V2,” the much more expanded book version (600 pages, including a curriculum) published in 2021, a copy of which was recently provided to each YCSD School Board member by a W&M professor who teaches a college class on “the project.” In May 2022, I presented my critique of 1619 Project V1 in FACE’s Lessons in Liberty. My conclusions were:

- The 1619 Project is selective, strongly biased history published with a political agenda in mind. It will serve to further divide, not bring Americans together.
- Unfortunately, Americans no longer retain the intellectual tools and knowledge of this country’s history needed to discern the weaknesses of the Project.
- Since American public education has become a continual search for the “new,” the Project is being and will continue to be incorporated, even in the face of strict prohibitions, into the public K-12 curriculum.

I don’t normally promote socialist programs, but shortly after the 1619 Project V1 was published, the [World Socialist Website](#) assembled a fine critique, which they eventually

assembled in book form (see below by David North). I'm not aware of any critique of the 600-page V2 book.

There is no requirement in Virginia to incorporate the 1619 curriculum, but neither is there anything preventing a high school history teacher from incorporating portions of the curriculum in their Lesson Plans. Every thinking American should be armed with basic arguments to push back against attempts to indoctrinate students at any level. Here are three good books to arm you with such arguments:

- [1620: A Critical Response to the 1619 Project, by Peter Wood, 2020](#)
- [Debunking the 1619 Project: Exposing the Plan to Divide America, by Mary Grabar, 2021](#)
- [The New York Times' 1619 Project and the Racist Falsification of History, David North, 2021](#)

Peter S. Wood sums up The 1619 Project V1 this way:

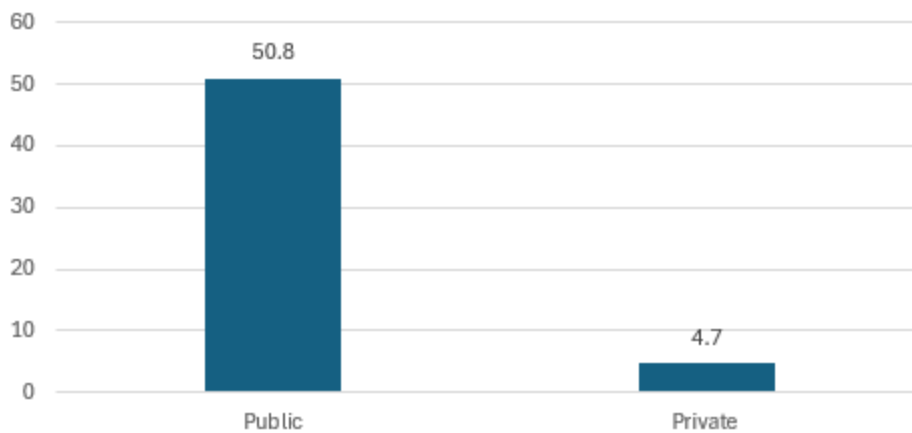
*"If the 1619 Project were a term paper, any knowledgeable, fair-minded teacher would give it an F and be done with it. It demonstrated not only incompetence in handling basic facts, but also a total disregard for the importance of using reliable sources. The author of the term paper displays wild overconfidence in her opinions and rushes past points that she should have and easily could have checked. Lack of intellectual modesty is not necessarily a flaw in a term paper, but it is when it leads the student to make brazen assertions that happen to be false. Worse still is when the student chooses to draw on long-discredited sources while ignoring the leading scholars in the field."*<sup>16</sup>

## Options for Educating your Children

America's parents do have options when it comes to the education of their children, but most alternatives come with increased costs (public education is decidedly not "free," even if there is no "up-front" tuition). In 2019, approximately 50.8 million children were enrolled in public K-12 schools, while 4.7 million children were enrolled in private schools of all types. The man-made pandemic, otherwise known as COVID, produced an exodus from public schools as parents began to see what their children were being taught in online classes and as private schools took a more relaxed stance on masking.<sup>17</sup>

If Christian education were free just as public education is "free," the graph that follows would look decidedly different. Christian parents desiring an education for their children not openly hostile to their faith and moral values would flock to "free" Christian education.

Public vs Private School Enrollment - 2019  
in millions



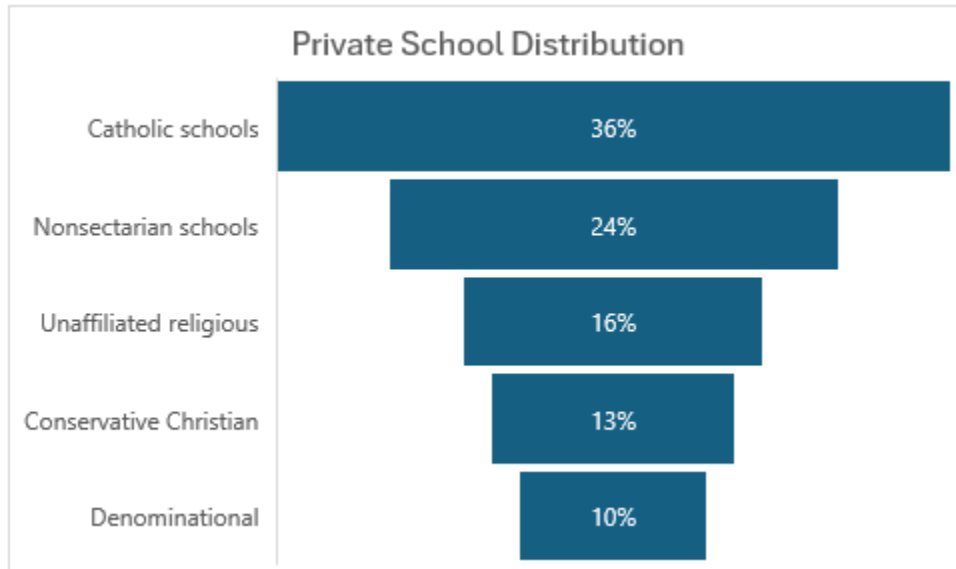
## Homeschooling

Parents who want complete control over what their children learn have only one option: homeschooling. But many parents feel they need two incomes to survive or to provide the lifestyle they desire, and thus reject homeschooling. Others don't feel qualified to teach their children. One does not need a PhD to teach high school or lower-level subjects, as millions of parents across the country have discovered. There are a growing number of support groups and coops for homeschoolers and a wide variety of curriculum choices. The [Noah Plan](#), a K-12 Principle Approach® curriculum marketed by the Foundation for American Christian Education (FACE) is a good starting point for Christian parents. No curriculum is free, but cared for it can be reused with younger siblings. There are some legal requirements to be met but [organizations exist](#) to help parents navigate their state laws. For those interested in a classical education for their kids, [Classical Conversations](#) has been around for a long time and is well attended.

## Christian Schools (Including Parochial Schools).

"In fall 2015, some 5.8 million students (10.2 percent of all elementary and secondary students) were enrolled in private elementary and secondary schools. Thirty-six percent of private school students were enrolled in Catholic schools, 13 percent were enrolled in conservative Christian schools, 10 percent were enrolled in affiliated [i.e. "denominational"] religious schools, 16 percent were enrolled in unaffiliated religious schools, and 24 percent were enrolled in nonsectarian schools."<sup>18</sup> If you need more convincing before taking your Christian children out of public school to enroll them in Christian school, please visit the [Exodus Mandate](#) website.

Here is the distribution of 5.8 million private school students visualized:



### Non-sectarian Private Schools

Attendance at classical and other non-sectarian private schools is on the increase as parents become more disenchanted with the shenanigans of the public schools and learn the advantages a classical curriculum brings. Classical schools offer reduced class sizes, higher discipline standards, a curriculum based on, well, the classics -- usually including Latin and phonics language instruction -- and more rigorous academic standards. Classical school enrollment costs are usually on par with Christian schools.

I have only been able to scrape the surface of the manifold problems with public education today. There are many book-length treatments of the subject. Some authors have been trying to spread the word for 50 years or more, but most parents remain blissfully unaware of what the public-school curriculum is doing to the beliefs and values their children will have as adults.

### Suggested Reading List:

- *Battle for the American Mind*, Pete Hegseth, 2022
- *Censorship, Evidence of Bias in our Children's Textbooks*, Paul Vitz, **1986**
- *Crimes of the Educators, How Utopians are Using Government Schools to Destroy America*, Samuel Blumenfeld & Alex Newman, 2020 (**highly recommended**)
- *Dumbing Us Down, the Hidden Curriculum of Compulsory Schooling*, John Taylor Gatto, 1992

- *Get Out Now: Why You Should Pull Your Child from Public School Before It's Too Late*, Mary Rice Hasson J.D., 2018
- *IndoctriNation*, Colin Gunn, 2012
- *Is Public Education Necessary?*, Samuel Blumenfeld, **1987**
- *Mediocrity; 40 Ways Government Schools are Failing Today's Students*, Connor Boyack, 2022
- *NEA, Trojan Horse in American Education*, Samuel Blumenfeld, **1985**
- *Race to the Bottom; Uncovering the Secret Forces Destroying American Public Education*, Luke Rosiak, 2022
- *The Closing of the American Mind, How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students*, Allan Bloom, **1987**
- *The Closing of the American Heart: what's really wrong with America's schools*, Ronald Nash, **1990**
- *Tyranny Through Public Education*, William F. Cox, 2018
- *Whoever Controls the Schools Rules the World*, Gary DeMar, 2007
- *Your Children, The Victims of Public Education*, Robert Hill, **1987**

Sorry this essay is much longer than usual. There are other issues concerning public education we could discuss, such as school safety, school choice initiatives, school boards and their roles, etc.. I wanted to do a deep dive into the specific testing results of York County schools, but I ran out of time and space. There were an additional 35 headlines I wanted to analyze and expand upon. If you email, I'll send you a list for you to investigate as you have time.

**Next week:** I'm finished with multi-part series for a while. I'm going to take two weeks off and then, for the foreseeable future, I will be devoting CMs to current headlines with a constitutional connection. If you have suggestions for topics, send them to [gary@constitutionleadership.org](mailto:gary@constitutionleadership.org).

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<sup>1</sup> Samuel Blumenfeld, *NEA, Trojan Horse in American Education*, (Boise, ID: The Paradigm Company, 1985), p.x.

<sup>2</sup> <https://apnews.com/article/los-angeles-unified-school-district-workers-strike-6d688eef5a0a68c316d8a82e531dd3d0>.

<sup>3</sup> <https://www.census.gov/newsroom/press-releases/2023/public-school-spending.html>.

<sup>4</sup> <https://www.nationsreportcard.gov/mathematics/states/scores/?grade=8>.

<sup>5</sup> <https://www.mylifeelsewhere.com/cost-of-living/california-usa/utah-usa>.

<sup>6</sup> <https://www.bayriversdistrictva.org/public/roster/genie/355/school/8/>.

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<sup>7</sup> <https://worldpopulationreview.com/country-rankings/education-rankings-by-country>.

<sup>8</sup> The Elementary and Secondary Education Act, passed in 1965.

<sup>9</sup> <https://www.aei.org/research-products/report/still-left-behind/>.

<sup>10</sup> <https://www.baltimoresun.com/2024/04/30/education-failing-u-s/>.

<sup>11</sup> <https://www.thecollegefix.com/professor-children-belong-to-the-state-not-parents-video/>.

<sup>12</sup> In *Plyer*, the Court said that, based on the Equal Protection Clause of the 14<sup>th</sup> Amendment, if Texas provided free education to the children of its citizens it had to provide the same to the children of illegal immigrants. That is a far cry from stating there is a constitutional right to a free education.

<sup>13</sup> <https://robertsmith.com/what-is-dei-in-education/>.

<sup>14</sup> <https://www.cnn.com/2024/03/09/us/what-is-dei-and-why-its-dividing-america/index.html>.

<sup>15</sup> <https://www.foxnews.com/media/new-york-times-paper-of-record-1619-project>.

<sup>16</sup> Peter S. Wood, “1620: A Critical Response to the 1619 Project,” p. 208.

<sup>17</sup> <https://edsources.org/2023/the-pandemic-fueled-a-public-school-exodus-study-says/685555>.

<sup>18</sup> [https://nces.ed.gov/programs/schoolchoice/ind\\_03.asp](https://nces.ed.gov/programs/schoolchoice/ind_03.asp).