

Miami, Florida
4 August 1992

Mr. Brian Lamb,
C-Span,
400 North Capitol St., #650,
Washington, DC 20001.

Education

Dear Mr. Lamb:

I wish to express my admiration for the professional manner in which you deal with a wide variety of subjects, guests, and callers. You maintain a high degree of calm courtesy throughout each program. In a scale of 1 to 10, you rate a 10.

I wish to comment on the selection of guests and the substance of conversations on one recent program on the very important subject of education. I listened carefully through most of the discussions at Princeton with two experienced public school educators and a learned Princeton professor, C-Span, August 1st.

It is a bit difficult to understand how any lengthy examination of education in America can be considered meaningful without including experienced Christian educators as equally active participants. Exclusion simply says to audiences that you consider Christian educators and Christian education irrelevant.

Discussions also told audiences that your guest educators confined themselves to problems of the present, without a sense of history, at Princeton, a place of historical significance in education. Is the history of education also irrelevant to today's educators?

Efforts to find solutions to today's problems in education would benefit, I submit, by the participation of educators who are historically informed, for example, on John Witherspoon, President of the College that became Princeton University. It is relevant that he was a Presbyterian educator of significance in shaping a literate, free, and prosperous America. What he taught, how he taught, who he taught, and what he signed, are important to America today. Check his salary. and check any discrimination on the basis of religion. C-Span gave us Phil Hayden, Head of Princeton Historical Society, discussing Albert Einstein, scientist, not educator.

Discussion did not address a key factor in the three objectives of the National Governors Association, (a) More preschool programs for poor children, (b) More health and nutrition programs for preschoolers, and (c) More social services for poor parents. Are costs and taxes irrelevant to educators? Is more government the only solution?

As a bottom line principle and problem in education, thorough public discussion by all involved is urgently needed on the question:

Who Owns the Children?

In case after case after case of criminal lawsuits brought by the state against parents for taking their children out of public schools, often taking children away from parents, and throwing parents into jail, state prosecutors and judges consistently rejected any reference to the quality of education, clearly asserting their primary goal was control of children.

This presents evidence that we are a long way down the same road that Hitler took to total state control of children, prosecuting parents and destroying the family, the road that took the German nation to destruction.

This, Mr. Lamb, is relevant. For an education on the deadly threat to America, review the extensive documentation in "Who Owns the Children?", Truth Forum, Waco, Texas. This is not fiction.

When you discuss education again, and you certainly should, include all parties involved, and keep it keyed to the children. Invite children, parents, teachers, professors, public and Christian. Invite Cal Thomas, John Whitehead, Rutherford Institute, Charlottesville, Virginia, and Dr. Jim Kennedy, Coral Ridge Presbyterian Church, Ft. Lauderdale, Fl, for round table discussions. Include some testing service professionals who determine the true and false of SAT, GMAT, and GRE tests that guide teacher certification and public policies on education. In future breakdowns of state legislatures, the breakdown of Christian legislators would be of interest to a large segment of your audience.

Exercise your special talent to keep them all calm, courteous, and on the subject. Your comments would be appreciated.

Cordially,

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Miami, Fl 33184