War against the 3Rs
Part I, Against the 2Rs

The Christian's defeat, 2 Cor 10:4, 5.

Introduction

Some might say that I should stay a little more in my "field" (if I have any such thing), but the following is so blatantly anti-Christian that I really had no choice but to scripturally deal with the subject of education. One should not have to be an "educator" [as defined by the establishment, i.e. state &/or NEA] to be able to understand the conflict between Christ and the anti-christ from a Biblical perspective. Of course, I also realize that because I am not an "educator," those who do not want to face reality may well dismiss the following. I think that the enemy gained a major victory by convincing Christians that because they do not meet a certain criteria they are not qualified to pass judgment upon something in light of God's word. Let me emphasize that we as individuals are forbidden to pass judgment upon anything or anyone, but we as Christians are commanded to pass judgment upon everything and everyone in light of God's revelation in His Word (cf. 1 Cor 5). Thus, every Child of God must be continually watching for anti-christ activity and deal with it as such. I am sure that there will be folks far more qualified than I (in every realm) which will soon deal with the second part of his essay: the current intensified battle in the war against numbers.

Christian warfare

Christianity is under serious attack today in every area. When I mention this war, one might say, "Yes, and Bro Sileven is in prison because of that war," or "The Lord promised that all who lived Godly will suffer persecution." We connect warfare against Christianity with some kind of physical abuse. These things are true, but there is so much more to this warfare than physical abuse.

We are living in the closing chapter of what is called "Western Culture" (commonly called, the "Post Christian Era"), a Christian Culture which, I suppose, started with the Reformation in the 1500s. ("Closing chapter" that is, unless God sends a spiritual awakening.) The first

The KJV

Please note that although I have mentioned the Geneva Bible a few times in these mailings, I use the KJV. It is the KJV that God in His providence has seen fit to preserve for us; therefore, I believe that it is God's revelation for us today. The Geneva and the KJV read almost identical word for word; the basic difference is found in the marginal notes. When the Reformed Geneva notes were removed by King James, the historic stand of the church was effectively removed from all succeeding believers. Thus, many new and strange doctrines are given to and accepted for passages with no regard for the historic stand of the church. The sole purpose of "promoting" the Geneva Bible is not to undermine the KJV in the slightest, but to reacquaint Christians who believe the Bible (KJV) with the historic stand in many areas which have been usurped by modern theology. The best Bible is probably one with no cross references or notes. I use a Word Publishers' KJV, and have found its marginal references the most consistent to the context of Scripture of any KJV Bible I have seen or used. I promote the Thompson Chain for our folks because I am able to get them for half-price. We do not use anything at Linden Baptist except the KJV, and I discourage my folks from anything except the KJV. (I think it is obvious that a result of the removal of the notes which stood against the "divine rights of kings" is that now most Christians believe in the divine rights of the civil authority.)

Examples of marginal notes from Geneva Bible:

(Acts 5:29) We ought to obey no man, but so far forth as obeying him, we may obey God.

(Exodus 14:11) In this figure [an artist's perception of Israel crossing the Red Sea] four chief points are to be considered. First, that the Church of God is ever subject in this world to the Cross, and so be afflicted after one sort or other. The second, that the ministers of God following their vocations, shall be evil spoken of, and murmured against, even of them that pretend the same cause and religion that they do. The third, that God delivereth not his Church in continent out of dangers, but to exercise their faith and patience continueth their troubles, yea and oftentimes augmenteth them: as the Israelites were now in less hope of their lives, than when they were in Egypt. The fourth point is, that when the dangers are most great, then God's help is most ready to succour: for the Israelites had on either side of them, huge rocks and mountains, before them the sea, behind them most evil enemies, so that there was no way left to escape to man's judgment [man judged no way of escape].
inclination would be to ask, "Why do you say that? Aren't there a great many Christians around us? Doesn't 80% of the population claim to be Christian? Aren't people like Gothard and Billy Graham having many people follow after them? How can you say that we are in the end of Western Christian Civilization when there is such an evident revival of religious interest?" The warfare is in the area of education, an area which is almost totally overlooked by the vast majority of Christians.

Let me mention "up front" that obviously what we are about to present is not the stand of all educators, but equally obvious is the fact that the following is the trend in statist education. (Look at who is funding the studies which we will discuss.) As we will see, the heat of the battle is not with the individual state school teacher (many of whom are good people), but it is over the curriculum: who will control the curriculum? Christ or anti-christ? God or the state as god?

- Consider the following:

Webster (1828) gives the following definitions:

*Educate:* (to lead), to bring up, as a child; to instruct; to inform and enlighten the understanding; to instill into the mind principles of arts, science, morals, religion and behavior. To educate children well is one of the most important duties of parents and guardians.

*Education:* The bringing up, as of a child; instruction; formation of manners. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.*

Observe Webster's words...

1) education encompasses everything: art, science, morals, religion, behavior, &c. None of these areas can be separated from another; they all make up the educational process of a child. In other words, art cannot be taught apart from science or morals; science cannot be taught apart from religion and behavior; behavior cannot be taught apart from morals and religion; religion cannot be taught apart from science and art. Everything that is taught in the child's education process is connected with everything else because education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth...

2) education is entirely future oriented; it prepares the student in all of these areas for his future station in life. A culture's basic beliefs are passed to the future through educating children.

3) education is the responsibility of the parent or guardian of the child; it is not the responsibility of society in general. When society claims the responsibility, it says that it is the child's parent, guardian or owner.

4) education comprehends all instruction and discipline. Therefore, education must be religious in nature because this is the Christian definition of education: Train up a child in the way he should go: and when he is old, he will not depart from it, Pro 22:6. All scripture is given by inspiration, of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness: that the man of God may be perfect, thoroughly furnished unto all good works, 2 Tim 3:16, 17.

We cannot avoid the fact that a society's religious faith is passed on through the education process; society's belief about God is reflected in the education of the children in that society.

Next let us look at the word curriculum: According to Webster (1828): Curricule, curriculum is from the latin and comes from currus, to run. The meaning is:

1. A chaise or carriage, with two wheels, drawn by two horses abreast. 2. A chariot. 3. A course.

Thus, the curriculum is a vehicle or means for carrying forward society's view of art, science, morals, religion, behavior &c.

Consequently, society's belief about God will be revealed in the curriculum used to educate the next generation. The curriculum in every area of instruction will contain society's future desire for the morals, religion and behavior of its citizens. Moreover, it will contain its views about God. Thus, the battle is over the curriculum: who will control the curriculum? Godly or ungodly?

In a Christian Society, the function of the curriculum is to honestly present God and His creation consistent with His Self-revelation as given in His word and in His person (Christ), and to train the child to bring glory to God in all that he does (1 Cor 10:31); therefore, it will be God and Bible centered. A curriculum that is Bible and God centered does not necessarily quote Scripture, but its basic premise will be consistent with the Tri-Une God as revealed in His word.

On the other hand, in a humanist or an anti-christ society, the function of the curriculum will be to destroy all true Scriptural revelation of God, bring glory to man and strengthen and glorify the Ultimate Man, the state. The curriculum will not necessarily openly attack God by saying there is no God or that the Bible is untrue; rather, it will undermine, even militate against, the basic premise of the Tri-Une God.

A basic function of humanist education will be to glorify man, to break down any division between people (the word "sin" will be anathema because it separates people) and to unite people into one "harmoniousness" society by means of man-centered laws. In fact, an anti-christ curriculum is readily recognizable by its efforts to merge all men into a world-wide community where all individuals are on the same level and where all people must do the state's desire at all times. Moreover, it will be man-centered as we shall see.

When the goal of education is merging all people into a passive one world order, functional education in the
basic 3Rs is unimportant, maybe even undesirable. Indeed, in order to have a docile society, the ability to "think" for one's self (as required in mastering the 3Rs) must be subverted or overthrown. All that is necessary in a submissive one-world order is for the individual to do what the system tells him to do; he needs not to think. In fact, he must not think and reason for himself because the state will do that for him. The goal of education for a one-world social order is socializing, how to get along in a group and how necessary it is to give up individuality for the group. (Thus, the emphasis on "team-work" everywhere we turn: the school, the work place, &c. The individual is being replaced with a "team".)

Every aspect of education is religious; every subject is intertwined: art, science, morals, etc., and cannot be taught apart from a religious view. Every aspect of education will reflect a world-view, either Christian or anti-Christian.

Education in America had a distinct Christian flavor until John Dewey came upon the scene:

According to Dewey, in Experience and Education (1938), the pupil must learn to set his own ideals in terms of himself as the criterion. For education, this means that the pupil’s role is not one of acceptance in terms of a basic authority, and an intelligent development in terms of that authority, of the Christian faith and Christian scholarship. Rather, the pupil is an explorer, a discoverer, whose one authority is himself. (R.J. Rushdoony, The Philosophy of the Christian Curriculum, 1981, p. 17. Ross House Books, PO Box 67, Vallecito, Ca 95251. This book should be in every person’s library who is concerned about education.)

Thus, Dewey’s education system permits no absolutes: 1) learning is in terms of the student himself; 2) facts can only be what the child decides they are because the pupil is an explorer, a discoverer, whose one authority is himself.

- The war against Christianity

This brings us to the subject at hand: the warfare against Christianity. The warfare against Christianity is indeed being waged in a physical way of persecution, but this is not what is destroying Western Christian Culture. Persecution has never weakened Christianity; rather, subversion from within is its greatest threat.

- Three areas of attack

Discounting the obvious areas of religion, morals and behavior, there are three areas of education under very serious attack by the anti-christ crowd; they are: reading, writing and arithmetic (we dealt with science, magic & witchcraft some time ago in The Examiner). The question might be asked, "How in the world can the anti-christ crowd attack areas such as the 3Rs? These are natural subjects, aren't they?" The answer is an emphatic NO!, they are not. Furthermore, because Christians regard them as natural subjects, the Christian community is losing the battle for the future to those who are determined to destroy Christianity.

(There was a very severe controversy in the Lafayette area just north of us concerning Sodomites teaching in the city schools. From what I understand, several "Christians" testified before the city council, which was considering an anti-discriminatory ordinance, that Sodomites should not be discriminated against in any way. The council voted with the Sodomites the first time, but voted to table the ordinance on the second vote a month later.)

- War against the 3Rs

Let me divide the three areas of warfare into two by combining reading and writing. We will discuss the first 2Rs as one area of attack because we need to establish the tie between God and a fixed language before we proceed to the relationship between God and fixed numbers (the third R, arithmetic).

- The War against words

In the beginning was the Word, and the Word was with God, and the Word was God. The same was in the beginning with God. And the Word was made flesh, and dwelt among us, (and we beheld his glory, the glory as of the only begotten of the Father,) full of grace and truth, John 1:1, 2, 14.

God has revealed Himself to mankind through His spoken Word which was written down for our admonition in the Holy Scriptures; He has revealed Himself in the Living Word, Jesus Christ. Therefore, words with fixed meanings are absolutely necessary: written words enable man to know God and how to please Him; spoken words enable man to pass on that knowledge of God. In order to understand the God Who changes not, we must have fixed words and meanings.

When we believe that words have fixed (denotive, see endnote 1) meanings (which must be found if we desire to effectively communicate with others), we assume: 1) that there is a prearranged meaning for all words. 2) that God gave to those words their meaning in relationship to Himself. 3) to know God we must find and learn those words and their meanings. 4) if man gives his own meanings to words, he then can give to God’s Word his own meaning; thus, God and His Word will mean what each individual wants them to mean. The functionally illiterate person is effectively cut off from His Creator, true Lawgiver (Ja 4:12) and Judge.

So how can the anti-christ crowd deal with this fixed meaning in language? The destruction of language is upon us through the educational system in the form of what is called, "Deconstruction." As we consider the war against the first 2Rs, and before we go on to the third R, let me call to your attention some points from a Chalcedon Report article by Samuel L. Blumenfeld.

Deconstruction is defined by Webster’s New World Dictionary as, "a method of literary analysis originated in France in the mid-20th century and based on a theory that, by the very nature of language and usage, no text
can have a fixed, coherent meaning."

"Whole-language," is a primary vehicle the ungodly are using to destroy language in the Christian Western English Speaking world. The authors of Whole Language: What's the difference? (Heinemann, 1991) write:

From a whole language perspective, reading (and language used in general) is a process of generation hypotheses in a meaning-making transaction in a sociohistorical context. As a transactional process (Rosenblatt 1978; Goodman 1984), reading is not a matter of "getting the meaning" from text, as if that meaning were in the text waiting to be decoded by the reader. Rather, reading is a matter of readers using the cues print provides and knowledge they bring with them (of language subsystems, of the world) to construct a unique interpretation. Moreover, that interpretation is situated: readers' creations (not re-travails) of meaning with the text vary, depending on their purposes for reading and the expectations of others in the reading event. This view of reading implies that there is no single "correct" meaning for a given text, only plausible meanings. (p. 19).

Whole language represents a major shift in thinking about the reading process. Rather than viewing reading as "getting the words," whole language educators view reading as essentially a process of creating meanings. (See the development of this view in the writings of Kenneth Goodman [Gollasch 1982] and Frank Smith [1917, 1986].) Meaning is created through a transaction with whole, meaningful text (i.e., texts of any length that were written with the intent of communicate meaning). It is a transaction, not an extraction of the meaning from print, in the sense that the reader-created meanings are a fusion of what the reader brings and what the text offers.

"... In a transactional mode, words do not have static meanings. Rather, they have meaning potentials and the capacity to communicate multiple meanings. (p.32)"

The above description of "whole-language" can be simply summed up in a couple of points: 1) a text has only the meaning that the reader gives it, and that meaning is not picked up by "decoding" words but by hints in the text and by what the reader wants it to mean. 2) no word has a single meaning; words have multiple meanings and the reader makes a multiple choice according to his personal pleasure.

Consider this: What will happen when a person applies the above premise to the Scriptures?

(Chalcedon Report, Oct 92, Whole Language: Deconstruction in the Primary School, by Samuel L. Blumenfeld. Chalcedon, PO Box 158, Vallecito, CA 95681)

Furthermore, the U.S. News & W.R. (6/14/92) gave a very watered down explanation of "whole-language:"

Until recently, most educators have stressed the teaching of phonics, the relationships of letters and sounds to sounds, in their beginning reading instruction...

Though the roots of whole-language teaching can be found in the hands-on progressives of turn-of-the-century educator John Dewey, the movement first came to U.S. schools in the late 1770s.... Now it is spreading rapidly.

The key to teaching reading, whole-language advocates argue, is emphasizing what words say rather than how they are put together. Reading is a process of "unlocking meaning," not one of "decoding symbols into sounds," writes Frank Smith, a founder of the movement. Phonics teaching amounts to "memorization of non-sense," Smith says, breaking naturally spoken language into abstract bits confusing to new readers.

... Whole-language students don't always measure up to their phonics peers on traditional reading-achievement yardsticks-standardized multiple-choice exams. Whole-language advocates contend that this is because the tests favor the basic skills taught in phonics classrooms.

The article goes on to say that whole-language encourages students to start writing at a very early age (for them anyway, but not for home or Christian School students) using "intended spelling." A 5 year old's sentence is cited as an example of whole-language in action: "i wt to the nt fl hstre musm." Whole-language advocates like the idea that there is less "slotting of students" into ability-based reading groups. (We will see that this is one of the big objections to the mandatory standardized tests, the grading of students according to their learning abilities.)

- What do we have?

In "whole-language," the child is not only encouraged to give his own meaning to words, but he is applauded when he does. In "whole-language," the pupil is an explorer, a discoverer, he has the authority over the word and is commended when he exercises that authority. In "whole-language," any system of reading (phonics particularly) which attempts to give static predefined meanings to words is condemned. Thus, the "whole-language" movement is a direct attack against the Western Christian Culture; it denies any authority over the words except the individual reader's. (Dewey's dream is realized in "whole-language").

It is obvious that within a few generations of "whole-language" instruction, all ability to read and understand any written text, especially the word of God, will be gone.

"Education is inescapably religious;" it either reflects a Christian Culture or it wars against that Christian Culture. It cannot be neutral.

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War against Numbers

Part II, The Third R

The next area of warfare is in the area of Math which would include science. Again, the question arises, "How can a natural subject like math be Christian or non-Christian?" The same thing applies here as applies with reading and writing: Christian math recognizes a pre-existent meaning given to numbers by a pre-existent God. The pre-existing God can be better known and understood through His pre-established system of numbers and their God-given meanings.

- The math issue

The issue in math is this: "Is their a pre-established world, or does the mind of man create a world out of chaos?" (The Philosophy of the Christian Curriculum, p. 56). Hence, humanism demands that man create his own system of math. Culture will develop its own unique
The news release concludes with a lament that: 

Tests have a significant negative impact on the way math and science are taught...

In high-minority classrooms, about 60 percent of teachers reported teaching text-taking skills, teaching topics known to be on the test, increasing emphasis on tested topics, beginning preparation more than a month before the test, and including topics not otherwise taught," the authors wrote. [Is not the purpose of tests to see that the assigned material is taught and learned? ED.]

(Your tax dollars are at work in the report mentioned above. It was funded by a National Science Foundation grant. A summary of the report is available without charge [EXECUTIVE SUMMARY], and the complete report is available for $31.00. NSF Study, CSTEP, 323 Campion Hall, Boston College, Chestnut Hill, MA 02167. The grades covered in the report are 4-12.)

The summery of the Boston College report gives a little more detail which is interesting and quite alarming.

First, the warning: the summery opens and closes with almost the same warning. The closing paragraph reads:

Our findings suggest that efforts to raise standards for math and science education for all students will be impeded unless serious efforts are taken to update standardized tests, textbook tests, the textbooks themselves, as well as teacher training and development programs in order to bring them in line with current recommendations of the country's math and science curriculum experts.

Observe: It is surprising how many times the "curriculum experts" are mentioned. Thus, the "experts" are calling for teachers, schools, textbooks and all tests to update to emphasize "high level conceptual thinking" rather than and at the expense of "low level thinking."

High/low level thinking

Second, in the summery and in the news release, we see the terms "high level and low level thinking." As we look at their definition of "high and low level thinking," let me mention that there indeed may be times to encourage and develop "high level thinking." What we are pointing out is the education "experts" effort to emphasize "high level thinking" at the expense of "low level thinking." The youngster going through his education must master "low level thinking" before anything else can be added. Sadly, the present generation which is in the education process is NOT mastering "low level thinking," so why are they pushing it into "high level thinking" without the mastery of "low level thinking?" Please examine the following in light of the fact that "low level thinking" is not presently being mastered, yet the "experts" want to lay "low level thinking" aside for "high level thinking."

(I detest the term they use, high and low level thinking, because, as with everything the devil's crowd touches, it reverses the meaning. High level thinking is thinking on the things that are pure and just and holy, Ph...
4:8. Low level thinking is gutter thinking defined as anything contrary to Ph 4:8.)

- "High/low level thinking" defined:

Low level thinking: recall of information, concepts, theories, algorithms (system of numbers; decimal system of counting); what or formulas; and identification, or use in routine problems: label, verbalize, identify concept, define by rote, apply a learned formula or definition, translate from one mode of presentation to another, recognize appropriate mathematical procedure; execute procedure, e.g. computation; recognize and use algorithms (any special method of solving a certain kind of problem); specifically, the repetitive calculations used in finding the greatest common divisor of two numbers, E.D. Evaluate for example manipulate algebraic manipulations such as, factoring; estimation and use of formulas.

In other words, low level thinking works with facts, fixed values and meanings of numbers (thus assumes there is a God Who established those values). It requires memorization of numbers, meanings, formulas and their practical applications. Furthermore, low level thinking accepts as correct the answer derived from proper manipulation of numbers.

High level thinking (includes "conceptual knowledge"): generate examples and non-examples of the concepts; use models; recognize meanings/interpretations of concepts; identify properties of a given concept; compare/contrast/apply concepts; identify misconceptions; give reasons for steps in procedure; verify results of procedure empirically; distinguish between correct and incorrect procedures; extend or modify procedures or generate new ones... ability to formulate problems; use a variety of problem solving strategies in non-routine situations; verify and interpret results; generalize... ability to infer; analyze, use logic; seek assumptions, causes, patterns, connections... critique and experimental design; record and manipulate data; interpret results; generate extend, or modify experimental procedures... ability to make a judgment; identify norms and values; cite evidence to support/refute a judgment; distinguish between preferred and less preferred procedures... to describe, explain or argue a position; to understand, interpret, and evaluate ideas presented in written, oral, or visual form...

In other words, "high level thinking" works with "concepts" and probabilities, not with fixed values and meanings (and thus denies the fact of God Who established fixed values.) "High level thinking" encourages the individual to examine all things empirically; it allows the individual to modify procedures or generate new ones, interpret results, generalize and infer, seek assumptions, make judgments, refute a judgment and evaluate ideas presented in any form. "High level thinking" requires that all things be examined empirically, that is, relying or based on practical experience without reference to scientific principles. [Empiricism: dependence of a person on his own experience and observation, disregarding theory, reasoning, and science. (Webster, Second Edition.)] Thus, all things are examined in no fixed terms, everything is to be questioned and everything revolves around the individual. (Dewey's dream come true!)

Therefore, the removal of God and fixity from education must result in "high level thinking" where no fixed meaning exists. (The king of Babylon did some mighty powerful "high level thinking," Isa 14:13-15, For thou hast said in thine heart, I will ascend into heaven, I will exalt my throne above the stars of God: I will sit also upon the mount of the congregation, in the side of the north: I will ascend above the heights of the clouds; I will be like the most High. Yet thou shalt be brought down to hell, to the sides of the pit. The current "curriculum experts" are headed to the same place, and taking the government school children with them.)

Observe: "high level thinking" allows an individual to place his own words and thoughts in another's words, actions and even thoughts. "High level thinking" says, "What that person said or wrote is not really what he meant; rather, here is what that person really meant," and the words are interpreted according to the desire of the hearer-reader.

Using these "experts" own terms, would we rather live in a building built with "high" or "low level thinking"? Apply "high level thinking" to the word of God, to the preaching of God's Word, to parental or any authority, to any use of numbers and words, &c. The results are obvious.

Third, they (the issuers of Boston College's report) lament that "standardized tests" are used for evaluating student progress ("attainment, not affective traits"), student placement in special services, planning curriculum and instruction, recommending textbooks, and giving students feedback. Furthermore, they gains over "test-oriented teaching practices," because they feel such teaching does not allow the student self-expression nor the teacher freedom to teach what pleases himself or the "experts."

Observe: the whole summery is riddled with bias against any testing of learned ability. The call is to find another way to evaluate a person without being judgmental of the person through a standardized test.

Fourth, the textbooks and the mandatory "standardized tests" themselves: the report says that tests overemphasized Number Systems and Number Theory while underemphasizing Probability, Measurement, Algebraic thinking, and Geometry. In other words, the standardized tests (95%) and textbooks (90%) spent the vast portion of their time upon "low level thinking" and only minimal time on "high level thinking." "Uneven content coverage -- including a serious neglect of most of the topics of physics, as well as the broader domain coverage recommended by the NCTM in mathematics, and the failure to call for in-depth conceptual and procedural knowledge, and higher order thinking skills -- render presently available tests inadequate to support the reform movements in mathematics and science." Furthermore, says the report, because the tests emphasize "low level thinking," the teachers were hindered in teaching what they felt was best; they had to teach toward the test.
Education Reform

Observe: 1) evidently they desire to spend more classroom time on "high level thinking." 2) their definition of reform in math and science is to move the student toward "high level thinking." Keep in mind that the present generation of students, as a whole, is not mastering "Number Systems and Number theory" & c. which they are desiring to downplay on the tests.

Fifth, the students' needs: "In fieldsite interviews, teachers often stated that their text was not well-matched to the curriculum, to mandated tests, or to students' needs and sensibilities."

Observe: notice the teacher's desire to teach toward the students "sensibilities" and thus allowing the student to establish the standard of his own instruction. Education here revolves around the student.

Sixth, the social implications: it seems that everyone can find a social implication for their study. The report states that the fact that high-minority classrooms must spend more time working toward the standardized test, and thus low level thinking and topics not otherwise taught, "appear to be educationally and socially significant."

Observe: according to these "experts," the social standing of the minority groups depended upon their learning to think "high level."

Seventh, the teachers: "mandated testing caused narrowing and fragmenting of the curriculum, limited the nature of thinking, or forced them to rush too much for the students to learn well.. Two-fifths of math teachers and one-fifth of science teachers noted a negative impact on student or teacher motivation related to testing. Only about 10% mentioned any positive impact of testing programs on motivation of students or teachers." Furthermore, "Results also suggest that teachers and administrators under strong test pressure were placed in a situation of conflict between the need to prepare for tests and their own ideals of good educational practice."

Observe the "educators" desire to teach according to what they determine is best; they desire to be left alone to peruse their own course and standard. Note: 1) the educators in this case do not want to be answerable to anyone and 2) the conspicuous absence of any consideration by the "experts" for the wishes of the parents or guardians of the child. (See Endnote 2.)

(Another interesting concern mentioned in this report is that in some cases "high school students who were expected to fail the mandated test, were regularly suspended during testing periods or were encouraged to drop out of school in an effort to bolster test scores." This was presented as an argument against the mandated standardized test.)

Eighth, the experts:

Our results indicate a serious gap in instructional emphases between high and low-minority classrooms that conflict with our national concern for equity in the quality of education. Such practices reinforce the teaching of low skills emphasized by these tests, and rob time from instruction that should be devoted to the development of the skills recommended by curriculum experts. The fact that minority students were shown to be particularly affected by such test-related instructional practices raises concerns regarding equity in the quality of education...

Observe: "equity in the quality of education.." They want every one to be without root or foundation in solid facts. (At least they are not "racists" in their desire to turn out brain-dead graduates: they have the same desire for all students.)

An example testing which these "experts" desire was given in a news release from the Educational Testing Service. [Nancy Cole is also head of the policy committee for the Mathematical Sciences Education Board, the part of the National Research Council that developed the new book called Measuring Up.]

"The notion that the right answer to the question is a single number is what we want to refute," said Nancy Cole, Executive Vice President of the Educational Testing Service. "There are better answers and less good answers," depending on the reasoning behind them.

The concepts are not new to teachers. Mathematics educators have been working for several years to revamp how math is taught, first developing new curriculum standards and then new instruction standards to help teachers.

In addition, the inclusion of "why" questions - Why does the student think one checkers player will beat another - means there will be a lot more work for harried teachers accustomed grading multiple-choice or simple-answer exams.

But the lengthy, explanatory answers are essential to assess how much is learned, said Linda Rosen, associate executive director of the Mathematical Sciences Education Board. (Right, wrong less pertinent in new tests, Lafayette Courier & Journal, 12/4/92)

The above reports are not to be dismissed lightly: note who funded them. It will only be a matter of time, unless the public gets up in arms, until they are instituted in all government schools (any school that accepts government money and/or regulation. If just a "Christian" would revolt against the brain-damage of their children, this foolishness would stop).

Observe the implications:

1) any idea which might point to a sovereign God Who established everything and gave to everything a meaning must be eradicated. Fallen man cannot tolerate the slightest hint that anything has meaning outside of himself, not even numbers. The student must be "trained" in "high level thinking" and that all things are no more than a series of chances and probabilities.

Furthermore, the education "experts" are extremely hostile toward any set standard for themselves or their students. Everything which speaks of a pre-established standard must be eliminated at all cost.

2) it is harmful to emphasize number systems and number theory.

3) it is the wrong kind of thinking to stress memorized repetition, recall of memorized number information and memorized formulas in solving routine problems. The
researchers condemned the present stress on addition, subtraction, division and multiplication to solve simple word problems ("low level thinking").

Present test scores of high schoolers already show that there is really not much to worry about in the area of "low level thinking." Why do they need to dumb down the population even further? Try to get a government high school graduate to make change without a cash register that has pictures on the keys or doesn’t give the amount of change due the customer, eg. McDonald.

4) it is disadvantageous to require minority students to memorize numbers and their functions in formulas; teachers should be using that time to teach other more important items, ie. "high level thinking."

**Conclusion — a two fold problem**

First: in modern education, according to these researchers, mandatory standardized tests emphasize numbers with pre-determined meanings which have to be memorized and used according to that meaning (formulas).

Actually, the problem is that the anti-christ crowd recognizes something that Christians refuse to acknowledge, that is, God ordained numbers: He made numbers to work together in a particular fashion regardless of man’s ideas; He gave to numbers their meaning and everything about numbers reflect the knowledge of God. Current textbooks, methods and tests emphasize those God-determined meanings. Therefore, to complete the removal of God, and to overthrow God and Western Christian Culture, the wicked must do away with meaning in numbers; they must do away with formulas which work every time they are worked properly in "conventional contexts"; they must do away with all fixity, whether in words, science or mathematics.

Moreover, the logical conclusion of humanism, every person his own god, is that the individual must establish the meanings of numbers and words, and thus their usage; he must be the final determining factor in the 3Rs. The wicked are devastatingly logical in their thinking; they do not leave an area uncovered. Basic functional literacy in the 3Rs must go if the English speaking, Western Christian Culture is going to be rendered docile and unable to think for itself under the new-world order.

Apparently, the goal of these "education and curriculum experts" is a lobotomy upon the future generations.

Second, Christians are unable to identify anything with God except Salvation and being "spiritual." Therefore, they see no connection between God and numbers and/or language. There is a war going on, and most Christians do not even realize what is taking place. It is a high-stake war; it is a life and death struggle between Western Christian Culture and the paganism which now controls "public" education. The most effective weapon we have on our side is seeing that our children get firmly grounded with the 3Rs in a Bible based context.

I am convinced that the battle for humankind’s future must be waged and won in the public school classroom by teachers who correctly perceive their role as the preachers of a new faith: a religion of humanity that recognizes and respects the spark of what theologians call divinity in every human being. These teachers must embody the same selfless dedication as the most rabid fundamentalist preachers, for they will be ministers of another sort, utilizing a classroom instead of a pulpit to convey humanist values in whatever subject they teach, regardless of the educational level—preschool day care or large state university. The classroom must and will become an arena of conflict between the old and the new—the rotting corpses of Christianity, together with all its adjacent evils and miseries, and the new faith of humanism, resplendent in its promise of a world in which the never-realized Christian ideal of "love thy neighbor" will finally be achieved. (A RELIGION FOR A NEW AGE, John D Rumph, The Humanist, Jan/Feb, 1983.)

Isaiah 14:13-15, For thou hast said in thine heart, I will ascend into heaven, I will exalt my throne above the stars of God: I will sit also upon the mount of the congregation, in the side of the north: I will ascend above the heights of the clouds; I will be like the most High. Ye shall be brought down to hell, to the sides of the pit. There is death in the pot of state education, Pro 9:36.

The current "curriculum experts" are headed toward death in the pit, and they are taking the government school children with them whether they are the children of Christians or of the pagans.

The battle is being fought for the future generation, and the vast majority of Christians have already given over their children to the enemy. Which side are we on? Which side, Christian reconstruction or anti-christian deconstruction, will win?

**Endnotes**

1. Denotive—definition which remains fairly constant. Connotative—meanings given to the word by the society in which it is found which may or may not be according to the denotative meaning. A strong connotation can change the denotative meaning over an extended period.

2. As I proofed this essay with a local state college English professor, he made a point about a recent study showing many teachers leaving the profession; the teachers cited parental apathy as the main cause of their quitting. Then he pointed out that parental apathy is the fruit of the "experts" desire for little or no parental participation in education rather than the any such desire on the teacher’s part.  

**Notice**

I understand that many who receive this mailing are unable to attend church services anywhere because there are no Bibically sound gatherings. Therefore, we are making our services available on tape. No doubt I am one of the world’s worst at details, so one of our ladies has said that she would copy and mail the tapes. We are currently in a series from Matthew in our Sunday morning service. The tapes, as is everything else we offer, are available on a free will offering basis. Keep in mind though, that the postage alone will be 52.

The Spanish Salvation Booklets are now ready. If you can use some, let us know.

Also, if you would like additional copies of these mailings, let us know how many.

Pastor Need