



Christian Identity Ministries

A member of the
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"Blessed be the LORD God of *Israel*; For He hath visited and redeemed *His* people, And hath raised up an horn of salvation for *us* in the house of his servant David; as he spake by the mouth of his holy prophets, which have been since the world began; That *we* should be saved from *our* enemies and from the hand of all that hate *us*; to perform the mercy promised to *our* fathers and to remember his holy covenant; The oath which he sware to *our* father Abraham, That he would grant unto *us*, that *we* being delivered out of the hand of *our* enemies might serve him without fear, in holiness and righteousness before him, all the days of *our* lives." Luke 1:68-75; the Anglo-Saxon-Celtic-Germanic-Scandinavian people are *ISRAEL!*

Newsletter

#77

May AD1992

Why Schools Don't Educate

Confessions of A public School Teacher

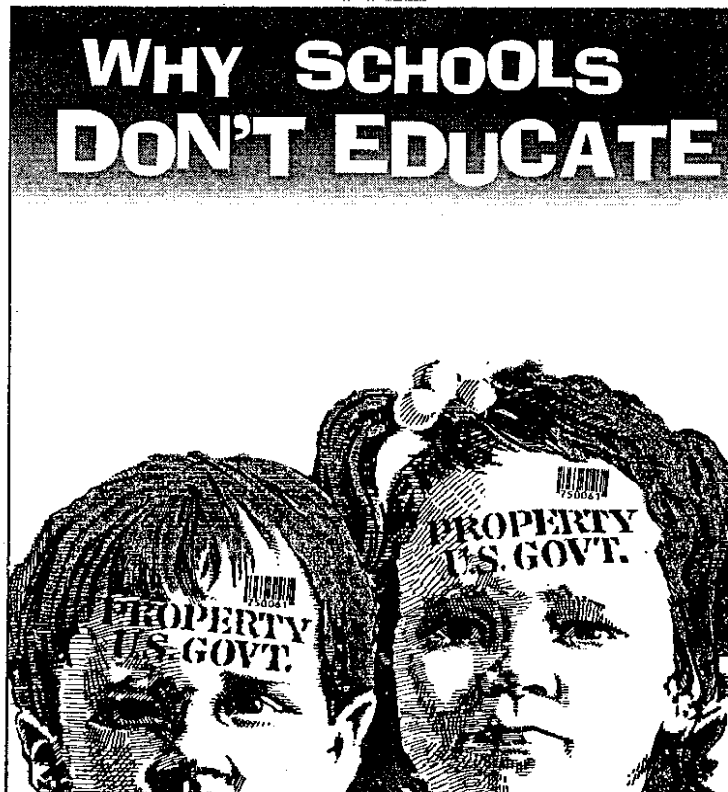
By John Gatto

John Gatto is a very unusual individual. He is a conservative who has taught in the public schools of New York City for over 25 years. In 1990 he was named New York City's Teacher of the Year. What you are about to read is his acceptance speech - probably the most incisive and eloquent indictment of public education ever written. Mr Gatto, who once ran for New York State Senate on the Conservative party ticket, presently teaches Seventh Grade at a junior high school in Manhattan.

We live in a time of great so-called crisis. Our children rank at the bottom of nineteen industrial nations in reading, writing, and arithmetic. The world's narcotic economy is based upon our own consumption of this commodity. If we didn't buy so many powdered dreams, the business would collapse - and our schools are an important sales outlet. Our teenage suicide rate is the highest in the world - and suicidal kids are rich kids for the most part, not the poor. In Manhattan seventy percent of all new marriages last less than five years.

WE LIVE IN NETWORKS, NOT COMMUNITIES.....

from the business of the world to a degree without precedent; nobody talks to them anymore. Without children and old people mixing in daily life, a community has no future and no past, only a continuous present. In fact, the name "community" hardly applies to the way we interact with each other. We live in networks, not communities, and everyone I know is lonely because of that. In some strange way school is a major actor in this tragedy, just as it is a major actor in the widening gulf among social classes. Using school as a sorting mechanism, we appear to be on the way to creating a caste system, complete with untouchables who wander through subway trains begging and sleep on the streets.



THE INSTITUTION IS PSYCHOPATHIC; IT HAS NO CONSCIENCE.

I've noticed a fascinating phenomenon in my twenty-five years of teaching - that schools and schooling are increasingly irrelevant to the great enterprises of the planet. No one believes anymore that scientists are trained in science classes, or politicians in civics classes, or poets in English classes. The truth is that schools don't really teach anything except how to obey orders. This is a great mystery to me because thousands of humane, caring people work in schools as teachers and aides and administrators, but the abstract logic of the

Our school crisis is a reflection of this greater social crisis. We seem to have lost our identity. Children and old people are penned up and locked away

institution overwhelms their individual contributions. Although teachers do care and do work very, very hard, the institution is psychopathic; it has no

conscience. It rings a bell, and the young man in the middle of writing a poem must close his notebook and move to a different cell, where he learns that man and monkeys derive from a common ancestor.

Now, here is a curious idea to ponder. Senator Ted Kennedy's office released a paper not too long ago claiming that, prior to compulsory education, the state (Massachusetts) literacy rate was ninety-eight percent, and after it the figure never again reached above ninety-one percent, where it stands in 1990. I hope that interests you.

CHILDREN SCHOOLED AT HOME SEEM TO BE FIVE OR EVEN TEN YEARS AHEAD OF THEIR FORMALLY TRAINED PEERS IN THEIR ABILITY TO THINK.

Here is another curiosity to think about. The home-schooling movement has quietly grown to a size where one-and-a-half-million young people (not counting those who have refused to identify themselves to the local authorities) are being educated entirely by their own parents. Last month the education press reported the amazing news that children schooled at home seem to be five or even ten years ahead of their formally trained peers in their ability to think.

OUR FORM OF COMPULSORY SCHOOLING IS AN INVENTION OF THE STATE OF MASSACHUSETTS AROUND 1850. IT WAS RESISTED - SOMETIMES WITH GUNS - BY AN ESTIMATED 80% OF THE MASSACHUSETTS POPULATION, THE LAST OUTPOST IN BARNSTABLE ON CAPE COD NOT SURRENDERING ITS CHILDREN UNTIL THE 1880's, WHEN THE AREA WAS SEIZED BY MILITIA AND CHILDREN MARCHED TO SCHOOL UNDER GUARD.

I don't think we'll get rid of schools anytime soon, certainly not in my lifetime, but if we're going to change what's rapidly becoming a disaster of ignorance, we need to realize that the school institution "schools" very well, but it does not "educate" - that's inherent in the design of the thing. It's not the fault of bad teachers or too little money spent. It's just impossible for education and schooling ever to be the same thing.

Schools were designed by Horace Mann and Barnas Sears and W.R. Harper of the University of Chicago and Thorndyke of Columbia Teachers College and others to be instruments of the scientific management of a mass population. Schools are intended to produce, through the application of formulae, formulaic human beings whose behavior can be predicted and controlled.

To a very great extent schools succeed in doing this. But our society is disintegrating, and in such a society the only successful people are self-reliant, confident, and individualistic - because the

community life which protects the dependent and the weak is dead. The products of schooling are, as I've said, irrelevant. They can sell film and razor blades, push paper and talk on telephones, or sit mindlessly before a flickering computer terminal, but as human beings they are useless - useless to others and useless to themselves.

The daily misery around us is, I think, in large measure caused by the fact that - as Paul Goodman put it thirty years ago - "We force children to grow up absurd." Any reform in schooling has to deal with its absurdities.

It is absurd and anti-life that compels you to sit in confinement with people of exactly the same age and social class. That system effectively cuts you off from the immense diversity of life and the synergy of variety. It cuts you off from your own past and future, sealing you in a continuous present much the same way television does.

It is absurd and anti-life to be part of a system that compels you to listen to a stranger reading poetry when you want to learn to construct buildings, or to sit with a stranger discussing the construction of buildings when you want to read poetry.

It is absurd and anti-life to move from cell to cell at the sound of a gong for every day of your youth, in an institution that allows you no privacy and that even follows you into the sanctuary of your home, demanding that you do its "homework."

TWO INSTITUTIONS AT PRESENT CONTROL OUR CHILDREN'S LIVES - TELEVISION AND SCHOOLING, IN THAT ORDER. BOTH OF THEM REDUCE THE REAL WORLD OF WISDOM, FORTITUDE, TEMPERANCE, AND JUSTICE TO A NEVER-ENDING, NON-STOP ABSTRACTION.

"How will they learn to read?!" you say; and my answer is, "Remember the lessons of Massachusetts." When children are given whole lives instead of age-graded ones in cell blocks, they learn to read, write, and do arithmetic with ease in the life that unfolds around them.

But, keep in mind that in the United States almost nobody who reads, writes, or does arithmetic gets much respect. We are a land of talkers; we pay talkers the most and so our children talk constantly, following the public models of television and school teachers. It is very difficult to teach the "basics" anymore because they really aren't basic to the society we've made.

Two institutions at present control our children's lives - television and schooling, in that order. Both of them reduce the real world of wisdom, fortitude, temperance, and justice to a never-ending, non-stop abstraction. In centuries past the time of a child and adolescent would be occupied in real work, real charity, real adventures, and the real search for mentors who might teach what one really wanted to learn. A great deal of time was spent in community pursuits, practising affection, meeting and studying every level of the community, learning how to make a home, and dozens of other tasks necessary to becoming a whole man or woman.

Congratulations



to Jerry and Lucy on the birth of
Jessica Rose, on April 6, AD1992.
May our Heavenly Father bless and
protect her, that she may grow in the
admonition of the Lord. Psalm 127:3



But, here is the calculus of time the children I teach must deal with:

Out of 168 hours in each week, my children sleep fifty-six. That leaves them 112 hours a week out of which to fashion a self. My children attend school thirty hours a week, use about eight hours getting ready, going and coming home, and spend an average of seven hours a week in homework - a total of forty-five hours. During that time they are under constant surveillance, have no private time or private space, and are disciplined if they try to assert individuality in the use of time or space. That leaves twelve hours a week out of which to create a unique consciousness.

Of course, my kids (lamb, ed. Goats have kids, Sheep have Lambs! Do we want to be Goats?) eat, too, and that takes some time - not much, because we've lost the tradition of family dining. If we allot three hours a week to evening meals, we arrive at a net amount of private time for each child of nine hours.

It's not enough. It's not enough, is it? The richer the kid, of course, the less television he watches, but the rich kid's time is just as narrowly proscribed by a broader catalogue of commercial entertainments and his inevitable assignment to a series of private lessons in areas seldom of his choice.

And these things are, oddly enough, just a more cosmetic way to create dependent human beings, unable to fill their own hours, unable to initiate lines of meaning to give substance and pleasure to their existence. It's a national disease - this dependency and aimlessness - and I think schooling and television and lessons (the entire Chautauqua idea) have a lot to do with it.

Think of the things that are killing us as a nation: drugs, brainless competition, recreational sex, the pornography of violence, gambling, alcohol, and the worst pornography of all: lives devoted to buying things; accumulation as a philosophy. All are addictions of dependent personalities and that is what our brand of schooling must inevitably produce.

I want to tell you what the effect is on children of taking all their time - time they need to grow up - and forcing them to spend it on abstractions. No reform that doesn't attack these specific pathologies will be anything more than a facade.

1. The children I teach are indifferent to the adult world. This defies the experience of thousands of years. A close study of what big people were up to was always the most exciting occupation of youth, but nobody wants to grow up these days, and who can blame them?

2. The children I teach have almost no curiosity, and what little they do have is transitory; **they cannot concentrate for very long,** even on things they choose to do. Can you see a connection between the bells ringing again and again to change classes and this phenomenon of evanescent attention?

3. The children I teach have a poor sense of the future, of how tomorrow is inextricably linked to today. They live in a continuous present; the exact moment they are in is the



boundary of their consciousness.

4. The children I teach are ahistorical; they have no sense of how the past has predestined their own present, limiting their choices, shaping their values and lives.

5. The children I teach are cruel to each other; they lack compassion for misfortune, they laugh at weakness, they have contempt for people whose need for help shows too plainly.

6. The children I teach are uneasy with intimacy or candor. They cannot deal with genuine intimacy because of a lifelong habit of preserving a secret self inside an outer

personality **made up of artificial bits and pieces of behaviour borrowed from television,** or acquired to manipulate others. Because they are not who they represent themselves to be, the disguise wears thin in the presence of intimacy, so intimate relationships have to be avoided.

7. The children I teach are materialistic, following the lead of schoolteachers who materialistically "grade" everything - and television mentors who offer everything in the world for sale.

8. The children I teach are dependent, passive, and timid in the presence of new challenges. This timidity is frequently masked by surface bravado, or by anger or aggressiveness, but underneath is a vacuum without fortitude.

I could name a few other conditions that school reform will have to tackle if our national decline is to be arrested, but by now you will have grasped my thesis, whether you agree with it or not. Either school, television, or both have caused these pathologies. It's a simple matter of arithmetic. Between schooling and television, all the time children have is eaten up. That's what has destroyed the American family; it no longer is a factor in the education of its own children.

What can be done? First, we need a ferocious national debate that doesn't quit, day after day, year after year, the kind of continuous emphasis that journalism finds boring. We need to scream and argue about this school thing until it is fixed or broken beyond repair, one or the other. If we cannot, then the success of home-schooling shows a different road that has great promise. Pouring the money back into family education might kill two birds with one stone, repairing families as it repairs children.

FOR ONE-HUNDRED-FORTY YEARS THIS NATION HAS TRIED TO IMPOSE OBJECTIVES FROM A LOFTY COMMAND CENTER MADE UP OF "EXPERTS," A CENTRAL ELITE OF SOCIAL ENGINEERS. IT HASN'T WORKED. IT WON'T WORK.

Genuine reform is possible, but it shouldn't cost anything. We need to rethink the fundamental premises of schooling and decide what it is we want



all children to learn, and why. For one-hundred-forty years this nation has tried to impose objectives from a lofty command center made up of "experts," a central elite of social engineers. It hasn't worked. It won't work. It is a gross betrayal of the promise that once made this nation a noble experiment. The Russian attempt to control Eastern Europe has exploded before our eyes.

Our own attempt to impose the same sort of central orthodoxy, using the schools as an instrument, is also coming apart at the seams, albeit more slowly and painfully. It doesn't work because its fundamental premises are mechanical, anti-human, and hostile to family life. Lives can be controlled by machine education, but they will always fight back with weapons of social pathology - drugs, violence, self-destruction, indifference, and the symptoms I see in the children I teach.

IT DOESN'T WORK BECAUSE ITS FUNDAMENTAL PREMISES ARE MECHANICAL, ANTI-HUMAN, AND HOSTILE TO FAMILY LIFE.

It's high time we looked backward to regain an educational philosophy that works. One I like particularly well has been a favorite of the ruling classes of Europe for thousands of years. I think it works just as well for poor children as for rich ones. I use as much of it as I can manage in my own teaching; as much, that is, as I can get away with; given the present institution of compulsory schooling.

At the core of this elite system of education is the belief that self-knowledge is the only basis of true knowledge. Everywhere in this system, at every age, you will find arrangements that place the child alone in an unguided setting with a problem to solve. Sometimes the problem is fraught with great risks, such as the problem of galloping a horse or making it jump, but that, of course, is a problem successfully solved by thousands of elite children before the age of ten. Can you imagine anyone who had mastered such a challenge ever lacking confidence in his ability to do anything? Sometimes the problem is that of mastering solitude, as Thoreau did at Walden Pond, or Einstein did in the Swiss Customs house.

One of my former students, Roland Legiardi-Laura, though both his parents were dead and he had no inheritance, took a bicycle across the United States alone when he was hardly out of boyhood. Is it any wonder that in manhood he made a film about Nicaragua, although he had no money and no prior experience with film-making, and that it was an international award winner - even though his regular work was as a carpenter?

Right now we are taking from our children the time they need to develop self-knowledge. This has to stop. We have to invent school experiences that give a lot of that time back. We need to trust children from a very early age with independent study, perhaps arranged in school, but which takes place away from the institutional setting. We need to invent a curriculum where each kid has a chance to develop uniqueness and self-reliance.

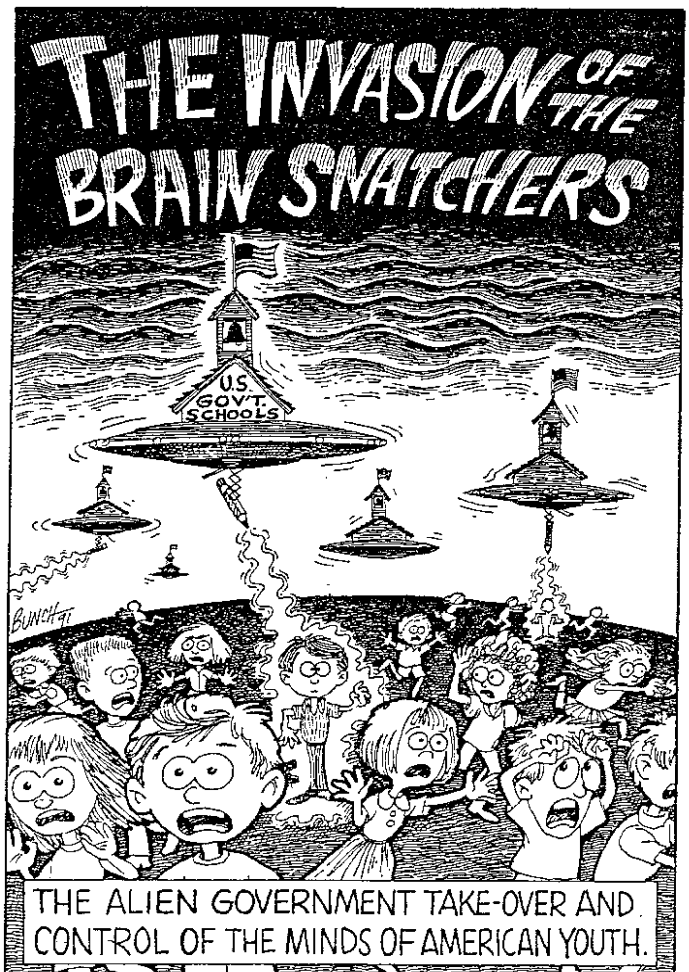
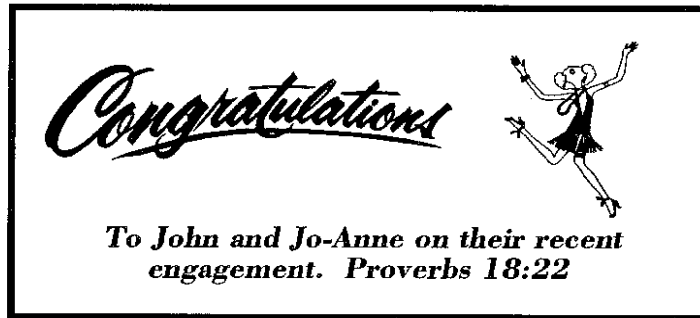
A short time ago, I took seventy dollars and sent a twelve-year-old girl with her non-English speaking mother on a bus down the New Jersey coast. She took the police chief of Sea Bright to lunch and apologized for polluting his beach with a discarded Gatorade bottle. In exchange for this public apology I had arranged for the girl to have a one-day apprenticeship in small-town police procedures.

A few days later, two more of my twelve-year-old kids travelled alone from Harlem to West 31st Street, where they began an apprenticeship with a

newspaper editor. Next week, three of my kids will find themselves in the middle of the Jersey swamps at 6 in the morning studying the mind of a trucking company president as he dispatches eighteen wheelers to Dallas, Chicago, and Los Angeles.

Are these "special" children in a "special" program? They're just nice kids from Central Harlem, bright and alert, but so badly schooled when they came to me that most of them couldn't add or subtract with any fluency. And not a single one knew the population of New York City, or how far it is from New York to California.

Does that worry me? Of course. But I am confident that as they gain self-knowledge they'll also become self-teachers - and only self-teaching has any lasting value.



We've got to give kids independent time right away because that is the key to self-knowledge, and we must reinvolve them with the real world as fast as possible so that the independent time can be spent on something other than more abstractions. This is an emergency. It requires drastic action to correct. **Our children are dying like flies in our schools. Good schooling or bad schooling, it's all the same - irrelevant.**

What else does a restructured school system need? It needs to stop being a parasite on the working community. I think we need to make community service a required part of schooling. It is the quickest way to give young children real responsibility.

For five years I ran a guerrilla school program where I had every kid, rich and poor, smart and dippy, give three-hundred-twenty hours a year of hard community service. Dozens of those kids came back to me years later and told me that this one experience changed their lives, taught them to see in new ways, to rethink goals and values. It happened when they were thirteen, in my Lab school program - only made possible because my rich school district was in chaos. When "stability" returned, the Lab closed. It was too successful, at too small a cost, to be allowed to continue. We made the expensive, elite programs look bad.

There is no shortage of real problems in this city. Kids can be asked to help solve them in exchange for the respect and attention of the adult world. Good for kids, good for the rest of us.

NO MORE "EXPERT" OPINIONS. EXPERTS IN EDUCATION HAVE NEVER BEEN RIGHT; THEIR "SOLUTIONS" ARE EXPENSIVE, SELF-SERVING, AND ALWAYS INVOLVE FURTHER CENTRALIZATION.



Independent study, community service, adventures in experience, large doses of privacy and solitude, a thousand different apprenticeships - these are all powerful, cheap, and effective ways to start a real reform of schooling. But no large-scale reform is ever going to repair our damaged children and our

damaged society until we force the idea of "school" open to include family as the main engine of education. The Swedes realized this in 1976, when they effectively abandoned the system of adopting unwanted children and instead spent national time and treasure on reinforcing the original family so that children born to Swedes were wanted. They reduced the number of unwanted Swedish children from 6,000 in 1976 to fifteen in 1986. So it can be done. The Swedes just got tired of paying for the social wreckage caused by children not being raised by their natural parents, so they did something about it. We can, too.

The curriculum of family is at the heart of any good life. We've gotten away from that curriculum - it's time to return to it. The

way to sanity in education is for our schools to take the lead in releasing the stranglehold of institutions on family life, to promote - during school time - confluences of parent and child that will strengthen family bonds. That was my real purpose in sending the girl and her mother down the Jersey coast to meet the police chief.

IF WE USE SCHOOLING TO BREAK CHILDREN AWAY FROM PARENTS - AND MAKE NO MISTAKE, THAT HAS BEEN THE CENTRAL FUNCTION OF SCHOOL SINCE JOHN COTTON ANNOUNCED IT AS THE PURPOSE OF THE BAY COLONY SCHOOLS IN 1650 AND HORACE MANN ANNOUNCED IT AS THE PURPOSE OF MASSACHUSETTS SCHOOLS IN 1850 - WE'RE GOING TO CONTINUE TO HAVE THE HORROR SHOW WE HAVE RIGHT NOW.

I have many ideas to make a family curriculum, and my guess is that a lot of you will have many ideas, too, once you begin to think about it. Our greatest problem in getting the kind of grass roots thinking going that could reform schooling is that we have large, vested interests profiteering from schooling just exactly as it is, despite rhetoric to the contrary.

We have to demand that new voices and new ideas get a hearing, my ideas and yours. We've all had a belly-full of authorized voices on television and in the press. A decade-long, free-for-all debate is called for now, not any more "expert" opinions. Experts in education have never been right; their "solutions" are expensive, self-serving, and always involve further centralization. Enough!

Time for a return to individuality and family!
I've said my piece. Thank you. ■

I CAN'T TEACH THIS WAY ANYMORE

[Reprinted from the Wall Street Journal]

I've taught public school for 26 years but I just can't do it anymore. For years I asked the local schoolboard and superintendent to let me teach a curriculum that doesn't hurt kids, but they had other

Tape of the Month

SFA9101 America's Heritage. Was it the plan of our forefathers that we be the melting pot home of various religions and philosophies?

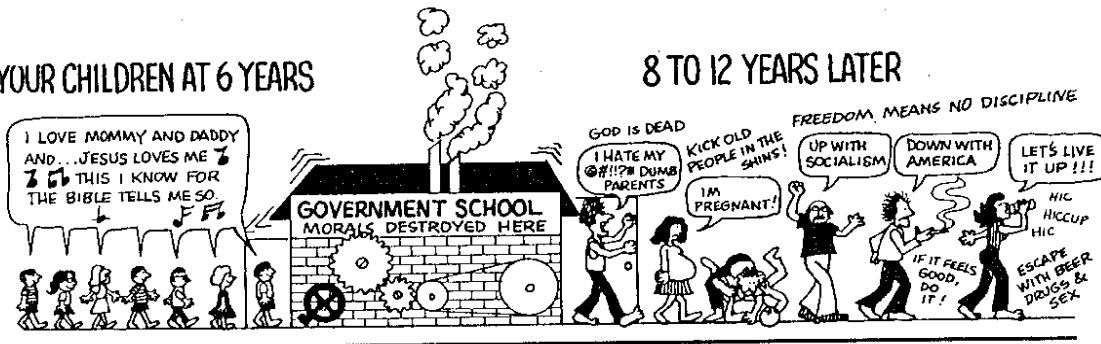
SFA9102 God Answer Our Call. "He shall call upon me and I will answer him." Based on his nationally acclaimed book, Mr Barton shows the power of prayer through a statistical look at what happened since 39 million students were ordered to stop praying in public schools.

SFA9103 The Myth of Separation, of church and state. Undeniable proof is presented that the idea of separation of church and state is a recent innovation that has no precedent in history or legal history. Set of 3, \$10 posted.



YOUR CHILDREN AT 6 YEARS

8 TO 12 YEARS LATER



fish to fry. So I'm going to quit, I think.

I've come slowly to understand what it is I really teach: a curriculum of confusion, class position, arbitrary justice, vulgarity, rudeness, disrespect for privacy, indifference to quality, and utter dependency. I teach how to fit into a world I don't want to live in. I just can't do it anymore. I can't train children to wait to be told what to do; I can't train people to drop what they are doing when a bell sounds; I can't persuade children to believe teachers have valuable secrets they can acquire by becoming our disciples. That isn't true.

Government schooling is the most radical adventure in history. It kills the family by monopolizing the best times of childhood and by teaching disrespect for home and parents. An exaggeration? Hardly. Parents aren't meant to participate in our form of schooling - rhetoric to the contrary. My orders as a schoolteacher are to make children fit an animal training system, not to help each find his or her personal path.

The whole blueprint of school procedure is Egyptian, not Greek or Roman. It grows from the faith that human value is a scarce thing, represented symbolically by the narrow peak of a pyramid. That idea passed into American history through the Puritans. It found its "scientific" presentation in the bell curve, along which talent supposedly apportions itself by some Iron Law of biology.

It's a religious idea and school is its church. New York City hires me to be a priest. I offer rituals to keep heresy at bay. I provide documentation to justify the heavenly pyramid. Socrates foresaw that if teaching became a formal profession, something like this would happen. **Professional interest is best served by making what is easy to do seem hard; by subordinating laity to priesthood.** School has become too vital a jobs project, contract-giver and protector of the social order to allow itself to be "re-formed." It has political allies to guard its marches.

That's why reforms come and go - without changing much. Even reformers can't imagine school much different. David learns to read at age four; Rachel, at age nine. In normal development, when both are 13, you can't tell which one learned first - the five year spread means nothing at all. But in school I will label Rachel "learning disabled" and slow David down a bit, too.

For a paycheck, I adjust David to depend on me to tell him when to go and stop. He won't outgrow that dependency. I identify Rachel as discount merchandise, "special education." After a few months she'll be locked into her place forever.

In 26 years of teaching rich kids and poor, I almost never met a "learning disabled" child; hardly ever met a "gifted and talented" one, either. Like all school categories, these are sacred myths, created by the human imagination. They derive from questionable values we never examine because they preserve the temple of schooling.

That's the secret behind short-answer tests,

won't. How much more evidence is necessary? Good schools don't need more money or a longer year; they need real free-market choices, variety that speaks to every need and runs risks. We don't need a national curriculum or national testing either. Both initiatives arise from ignorance of how people learn, or deliberate indifference to it.

I can't teach this way any longer. If you hear of a job where I don't have to hurt kids to make a living, let me know. Come fall I'll be looking for work, I think.

John Taylor Gatto

Traditional Christian Schooling: Is It Really "Christian"?

By Don O'Brien

Along with the other reasons cited for the collapse of Rome (Roman central control) should be noted the failure to maintain a satisfactory program for the general education of the masses and an effective leadership training for the elite that would have enabled them to help resolve the mounting problems challenging their society.¹

And what but the history of our peculiar, complicated fabric of government, which may be examined, as piece by piece the structure was built up, can impart such knowledge of the powers it gives, and the duties it enjoins, shall enable our future citizens to become it's enlightened and judicious supporters.²

Indoctrination of the masses must start with the school children. They must be led to believe that their government is sincere, fair, and fatherly, so that future acts may be excused as really being in their best interests.³

Fear of "an ignorant public unable to appreciate the magnificence of their government," and the "need for properly groomed leaders" (sic), led the central government to institutionalize American Public Education. Further, under the guise of Christian education, the American political system was exalted by the pulpit, the universities, the common schools, and the new American textbooks.

The purpose of this article is to look at what have been the goals of traditional "Christian" education as compared to secular Humanist education (to which the former claims to be opposed).

The goal of public (i.e. government) schools is to *standardize* young children for assimilation into society (society being an organized group of people promoting common interests, general welfare, and defense). The basic skills needed (as defined by government) to fit in with society include reading, writing, working with numbers, and unquestioning allegiance to it's political system. These "minimum standards" are imposed by law on every parent seek-



ing to direct his child's education.

No question is raised concerning the power of the state reasonably to regulate all schools....to require that all children of proper age attend some school, that teachers shall be of good moral character and patriotic disposition, that certain studies plainly essential to good citizenship must be taught, and that nothing be taught which is manifestly inimical to the public welfare."

Pierce v. Society of Sisters. 286 US 534.

The concept of standardized government education is an old and practiced one, constantly evolving with the needs and wants of government. It is this concept of education that we, as Christian parents, must guard against while training our children. History shows that formal, standardized education is a powerful tool man uses to gain control (i.e., promote his own agenda) over others. Through approved and standardized texts and curricula the state is able to train the majority of "its citizenry" to conform to its will.

Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ.
Colossians 2:8

By infusing the masses with a deep sense of patriotism and national loyalty, the people develop a sense of security in the system "they" created. A system wherein man gives to himself, collectively, the authority to create law and to enforce it on everyone. This presents a major conflict for parents teaching their children the Gospel of The Kingdom. If we teach our children that God's law system is perfect and was given to us for our personal, as well as social, government, how can we justify the establishment of, and/or submission to, any other system of law?

No man can serve two masters; for either he will hate the one, and love the other; or else he will hold to one and despise the other.

Matthew 6:24

It is sad, but true that the overwhelming majority of education in America, whether public, private, "Christian," or home-based, employs curricula/texts designed to produce "good citizens" for the United States Government. The citizenship training permeating educational material today teaches the child that he is dependent upon other people for his daily substance. He is told that the material wealth and security he enjoys is only possible because of the cooperation of the members of society; and in order for society to remain intact it must observe rules of citizenship laid out by the government. After firmly implanting this philosophy in the mind of the child, he is systematically taught the art of compromise as the proper basis for achieving unity in his society. Both the "Christian" and "secular" texts/curricula available today adhere to this philosophy.

Doctrine of Compromise:

When a table is to be made the boards may not fit. If they don't, the carpenter takes a little from both boards and makes them fit. If we do not agree, perhaps each side should give up part of what it wants.

Benjamin Franklin, Constitutional Convention

Let each side give in a little. Then we can work together for the good of the whole country.

Henry Clay

MUST READING IN RELATION TO SCHOOLING

Parents And The Education of Their Children

God gives the parents, not the government, responsibility to care for and to train and educate their children according to His will and way. Parental authority is not a "right" conveyed by the State. It is an assignment, a responsibility, set forth by God's Word. The parent is to exercise authority over the child in keeping God's Law.

Suggested donation \$ 5.50 postpaid.

Change Agents In The Schools

This is a shocker. It takes the reader inside those places mistakenly called "schools" . . . where traditional education is treated as an enemy; where indoctrination, revolution and cultivation of family alienation pass for "learning."

Suggested donation \$18.50 postpaid.

The main difference between accepted "Christian" textbooks, and secular textbooks - in regard to citizenship - is the basis upon which allegiance is predicated.

Humanist textbooks teach that the individual is responsible to society because the freedom he enjoys is derived from society. "Christian" textbooks teach the individual is responsible to society because society protects the

freedoms given to him by God.

Both types accomplish the same end. The following examples bear this out. From the secular textbook "Citizenship Through Problems" by James B. Edmondson and Arthur Dondineau, we read:

A citizen of any nation is one who owes allegiance to its government and is entitled to its protection. The duties of allegiance require that the citizen be willing to defend his country in time of war and seek to promote its interests at all times. In turn, our government is obligated to defend the life, liberty, and property of a citizen at home and abroad. p.41

It is the duty of every citizen to obey the laws and to assist in their enforcement. p.43

The following quotes are from the "Christian" textbook "Our Christian Heritage," by Cherie Noel:

But the Pilgrims were used by God in a great way. He showed them how to make their own laws. p.85. Men were chosen ... to decide on the laws that would be best for everyone. These laws are called the Constitution. The Constitution helps our land stay a land of freedom. God gives us our freedoms. The Constitution protects our freedoms. p.58

God wants us all to obey our nation's laws. This way we can live together in peace. Everyone can be treated equally when we all obey the same laws. p.65

The product of either of these teachings will obviously be the same. What, then, distinguishes this typical kind of Christian curricula from the typical Humanist curricula?

An objective comparison of accepted "Christian" and secular teaching materials commonly available reveals **no substantial difference** in philosophy. Both declare that freedom either originates in, or is protected by, government and its laws ... and therefore both the "Christian" and the Humanist OWE the government their unconditional allegiance.

The child whose mind is exposed to this kind of "Christian" curricula (so-called), for eight to twelve years, stands little chance of escaping mental and physical bondage to the world system.



He is never taught, with any conviction, about his citizenship in the Kingdom of Christ. He is only taught "Government is good," and "God wants you to obey men"! Having been denied true Christian training, he has little chance of becoming anything more than a self-righteous Humanist.

As Christians, we need to re-examine the "traditional" values we've been taught regarding child training (education). It is time we stopped teaching our children to pursue "careers" that require college degrees and/or State certification. It is doubtful that any of the "professions" requiring such degrees are compatible with Christian ethics. This is clearly the case whenever a person is expected to compromise his principles, and prostitute himself, to achieve those positions. Attendance at a "Christian" college does not change the fact that if he is to practice his craft, he will conform to State (World) standards. We must stop trying to merge Christian ways with heathen ways or we shall continue to pay dearly with our children's minds.

Be ye not unequally yoked together with unbelievers: for what fellowship hath righteousness with unrighteousness? and what communion hath light with darkness?
(2 Cor 6:14)

We must have faith that God provides us and our children with everything necessary to live our lives according to His Word.

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 must understand that we are not here on this Earth to follow our own lusts, and the common herd. When we follow our King we walk contrary to the ways of the world system. We must not "sell" another generation of our families into slavery (world citizenship) for filthy lucre's sake.

A true Christian education equips the child with the knowledge that God is his Provider and Protector. Nurtured in the Laws of God he will be able to live happily and prosperously among his fellow man, realizing his increase is a direct result of obedience to his God - which is true progress. God's Law, AS IS, WITHOUT AMENDMENTS OR ADDITIONS, provides the only godly government system. All other systems are counterfeit.

Therefore take no thought, saying, What shall we eat, or What shall we drink? or, Wherewithal shall we be clothed? But seek ye first the kingdom of God, and his righteousness; and all these things shall be added unto you.

(Matt 6:31,33)

Train up a child in the way he should go: and when he is old, he will not depart from it.

(Prov 22:6)

And what nation is there so great, that hath statutes and judgments so righteous as all this law which I set before you this day? Only take heed to thyself, and keep thy soul diligently, lest thou forget the things which thine eyes have seen, and lest they depart from thy heart all the days of thy life: but teach them thy sons and thy son's sons ... that they may learn to fear me all the days that they shall live upon the land, and that they may teach their children.

(Deut 4:8-10)

Footnotes:

1. New Age Encyclopedia: History of education, p 249

2. Teaching and Learning America's Christian History, p xv

3. Let Us Consider Our Children, Herbert Blackschleger, p 28

Courtesy THE AMERICAN CHRISTIAN, Box 8430, Medford, OR

To Be Educated What Is Christian Education?

If I learn my ABC's, can read 600 words per minute, and can write with perfect penmanship, but have not been shown how to communicate with the Designer of all language, I have not been educated.

If I can deliver an eloquent speech, and persuade you with my stunning logic, but have not been instructed in God's wisdom I have not been educated.

If I have read Shakespeare and John Locke and can discuss their writings with keen insight, but have not read the greatest of all books - the Bible - and have no knowledge of its personal importance, I have not been educated.

If I have memorized addition facts, multiplication tables, and chemical formulae, but have never been disciplined to hide God's Word in my heart, I have not been educated.

If I can explain the law of gravity and Einstein's theory of relativity, but have never been instructed in the unchangeable laws of the One Who orders our universe, I have not been educated.

If I can classify animals by their family, genus and species, and can write a lengthy scientific paper that wins an award, but have not been introduced to the Maker's purpose for all creation, I have not been educated.

If I can recite the Gettysburg Address and the Preamble to the Constitution, but have not been informed of the hand of God in the history of our country, I have not been educated.

If I can play the piano, the violin, six other instruments, and can write music that moves men to tears, but have not been taught to listen to the Director of the universe and Worship Him, I have not been educated.

If I can run cross-country races, star in basketball and do 100 pushups without stopping, but have never been shown how to bend my spirit to do God's will, I have not been educated.

If I can identify a Picasso, describe the style of da Vinci, and even paint a portrait that earns an A+, but have not learned that all harmony and beauty comes from a relationship with God, I have not been educated.

If I graduate with a 4.0 and am accepted at the best university with a full scholarship, but have not been guided into a career of God's choosing for me, I have not been educated.

If I become a good citizen, voting at each election and fighting for what is moral and right, but have not been told of the sinfulness of man and the hopelessness without Christ, I have not been educated.

However, if one day I see the world as God sees it, and come to know Him, Whom to know is life eternal, and glorify God by fulfilling His purpose for me, then, I have been educated!

by Carolyn Caines, Supervisor, Columbia Heights
Christian Academy, Longview, Washington.
Courtesy THE CENTINEL, Box 5111, Grants Pass, Oregon 97527

If you are concerned about your child's schooling and are considering the home-schooling alternative, write to Accelerated Christian Education, Box 470, Strathpine QLD 4500, they will gladly send you full information, and help you get started. ●



Starting a Christian Settlement

by Jerry Verhoeff

Waiting for Babylon to fall is all very well, but for the moment we still need to live and try to further God's Kingdom. Well, picture if you will, living in a quant Anglo-Saxon-Celtic style thorp (small village) that offers a haven from the system for Israelite believers in South East Queensland. We are trying to organize a thorp and recently held a meeting in Brisbane to see what the needs are of believers. The results are published herewith.

MAIN POINTS RAISED AT SETTLEMENT MEETING ON Feb 12, AD1992

THE SETTLEMENT; To be a haven of Israelite culture for Identity Christians, to live in inspiring and clean surroundings.

HAVEN; Ideal for the elderly and to secure a future as Babylonian economy worsens resulting in chaos. The settlement is to develop alternative economy on Christian guidelines. A place where the young stand a chance.

WORSHIP; There is hoped to have a main hall which will serve as common place of worship, study and as council chambers.

SCHOOLING; Main hall to offer school facilities with Christian teaching.

ECONOMY; Dwellers can seek and work where they wish as the settlement is NOT a commune, everyone is their own king under Christ as the head. However, it is hoped the settlement will generate work for the enterprising. Farmers, shopkeeping, Innkeeping and Eatery management will offer work and a degree of self-sufficiency particularly when the uniquely styled village will attract interested visitors. Settlers with skills will have a chance to use them and the hiring of labour could be made affordable due to a future 'token for labour' scheme, tokens that in turn would be redeemable for goods and services. In time a Garage/Smithery and other light/cottage industry could develop, also forms of milling.

ENVIRONMENT; Bush setting, not too far from coast and not in tropics (Ed: I don't know why not. We've been in the tropics for over eight years, and find the climate far more agreeable than the so-called temperate) perhaps in S.E. Queensland for rainfall and fruit trees, with hopefully a creek, dams. Babylonian modernism will not be encouraged such as in art, life-style, architecture. Life-style is to be clean, healthy, productive yet relaxed using the best of God's blessings from beauty in buildings to "witty inventions". Buildings are part of an environment and the 'establishment'; have used architecture as an extra tool to lower Israelite creativity, thus our buildings hope to include the finest of Israelite styles to lift the 'spirit' each time we behold them. In this way we have another mans to be a lamp to the world. Although most dwellings are meant for sale, some could be for rental which in time would lead to ownership. Land will also be set aside for owner-builders.

WATER; Each house should make use of water tanks, underground water whenever possible should be used and dams can also prove useful as well as being attractive, can also be good for stocking fish.

ENERGY; In time the settlement could look into water and wind mills and solar cells in supplement to maybe usual power grid if total self-reliance can not be gained.

OUTREACH; Due to the unique lifestyle of the thorp, visitors may not only be attracted but also invited

which if handled properly can teach them of God's will by example. If a church status in time can be won, we can send 'missionaries' to the prisons and the armed forces to spread God's word. In time the settlement could prove to be so successful that funds may become available to build more settlements to spread the growth of God's Kingdom.

HEALTH; Health will no doubt improve generally as much of the 'establishment's' woes won't grieve us as they do now, the uplifting lifestyle will also help. Keeping to God's food laws would be easier and will in itself better one's general health. Public food outlets (Inn/Eatery) would only sell food in keeping to these laws and even help guests change their ways.

LASTLY; Dwellers may seek to draw up a Constitution in keeping to God's will. These were the main points of the above dated meeting.

For more information, please send 45c stamp for a package of details and artist's impressions to CELTO-SAXON-ISRAELITES, PO Box 126, KILCOY QLD 4515.

A tape of the meeting is also available from the above address for a donation of \$5 posted.

NOTE: C.I.M. DO NOT HAVE THIS TAPE

BEHOLD YOUR KING, AMERICA

by Pastor Peter J. Peters

Today in America, God's people have a King, a Savior, a god even though some deny him and say he does not exist. Others say he's just a man. His followers and worshippers believe he does exist and that he's omniscient, omnipresent and omnipotent and that he cares for us. He wants us to fear him and above all to love him and sacrifice to him. His definition of love is "keep my commandments" or in other words "obey my law." In our sacrifices to him he loves a cheerful giver. He wants you to serve him, to teach your children about him at a very early age and train them to not only serve him but die for him if called upon to do so. He's concerned about your health, safety and welfare and he's there for you to bring your problems to. Some think they can live without him but his prophets and followers would have you believe that you cannot escape him. His followers would ask you if he's real to you, if you've accepted him as your personal savior, if you know him personally, if you know him by name?

WHAT IS HIS NAME? Oh, it's true the name we give him today is not the Biblical name but none the less, he responds to it. His name is, among others, SAM, UNCLE SAM. The Bible name is BAAL. His other names vary depending on the time and place God's people set up such a false god to fear, worship, obey and sacrifice to, i.e., The State, The Czar, the Emperor, the King, der Fuhrer, the Queen, the Kaiser.

If a true prophet of Yahweh, like Elijah of old, were here today, he would say to God's people as he once did long ago: "How long halt ye between two opinions? If the LORD be God, follow him; but if Baal, then follow him." 1 Kings 18:21.

Though the Bible teaches that the true God who became flesh and dwelt among us (John 1:1,14) is our only Savior and though Christians may say amen to that, the fact is they willingly look to and serve Baal as Savior and king.





...Christ Jesus came into the world to save sinners,....Now to the King eternal, immortal, invisible, the only God, be honor and glory forever and ever. Amen. (1 Timothy 1:15,17)

The Bible teaches that Jesus Christ is the ONLY Sovereign. "He who is the blessed and only Sovereign, the King of kings and Lord of lords." (1 Tim 15 NAS) Yet, the Baal worshippers believe the state is sovereign.

ONCE AMERICA HAD A REAL KING and served a true God rather than a false Baal god. The history

of the 1700's shows King George's government appointed governors were troubled at the belief of Christian men. One wrote to the Board of Trade in England: "If you ask an American, who is his master? He will tell you he has none, nor any governor but Jesus Christ." The Committee of Correspondence spread the battle cry: "No king but King Jesus."²

A REPEAT OF HISTORY HAS TAKEN PLACE

Bible history reveals how God long ago brought his covenant people, Israel, into a wealthy, fertile promised land where they prospered and grew with a Kingdom (or government) different from any other in the world or the world's history. Their king was the God of the Bible and their laws were the laws given to them by their king. The result was prosperity and freedom while the people about them were burdened and oppressed by strong central government due to serving false, Baal god kings.

This arrangement Israel had, worked as long as they had faith and were faithful to their King. After all, they couldn't feel, see or touch their King but through their knowledge of His Laws and past dealings and their faith, they knew He was omnipotent, omniscient and omnipresent and that He could and would provide for them and save them. (A similar arrangement exists for Baal worshippers. They can't feel, see or touch SAM but they believe he will provide and save them. The difference of course is that of believing in and serving a false god versus the true God).

"Now then, if you will indeed obey My voice and keep My covrennt, then you shall be My own

possession among all the peoples, for all the earth is Mine; and you shall be to Me a kingdom of priests and a holy (sacred, a saint) nation. These are the words that you shall speak to the sons of Israel." (Exodus 19:5,6NAS)

History shows that eventually God's people forfeited this arrangement in favor of a strong central government like all the other nations.

"Then all the elders of Israel gathered together and came to Samuel at Ramah; and they said to him, 'Behold, you have grown old, and your sons do not walk in your ways. Now appoint a king for us to judge us like all the nations.' And the LORD said to Samuel, 'Listen to the voice of the people in regard to all that they say to you, for they have not rejected you, but they have rejected Me from being king over them.'" (1 Samuel 8:4,5,7).

The King they were rejecting proceeded to speak through His prophet Samuel in verses 9 through 18 of 1st Samuel 8, and warned them what would eventually happen to them if they rejected Him in favor of a strong central government. In verse 11 they were warned of the development of a large military and draft (and, of course, guess who gets to pay for it.). In verse 12 they were told of government

take over of the means of production. Verse 13 reveals how the role of women would be changed and how they would be forced to enter the work force. In verses 14,15 and 16 the development of socialism, excessive taxation, forced labor and slavery is addressed. But in spite of the warnings, the people insisted upon a human king and a strong central government.

One would wonder why and many miss the answer. They had lost their faith (in more modern terms we call it falling away). When one is strong in faith, one will fear no other god or man but his own

God. These people, however, developed a fear of another god, that is of another foreign king and no longer believed their King could save them.

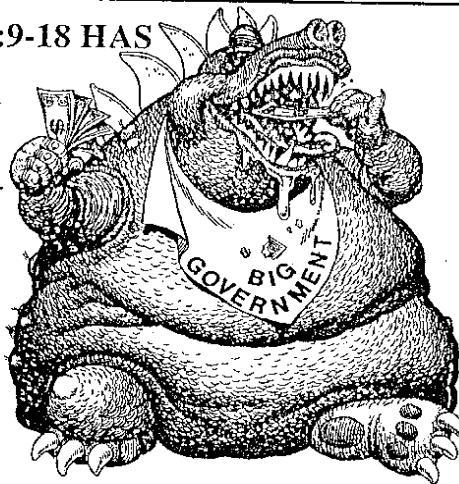
"When you saw that Nahash the King of the sons of Ammon came against you, you said to me, 'No but a king shall reign over us', although the LORD your God was your king." (1 Samuel 12:12).

History shows that those same people (now known as the Anglo-Saxon, Germanic, Scandinavian and Kindred people) were brought into a new



I SAMUEL 8:9-18 HAS BECOME A REALITY IN AMERICA.

This baal monster gobbles up almost \$4 billion every day.



The federal government is out of control. For 1992, it will spend \$1.448 trillion. That's \$3,967,123,000 each and everyday of the year - almost \$4 billion! the cost to the average household will be \$291 a week, an increase of \$41 a week over a record-high 1991 budget.



promised land now known as America. Early on, they acknowledged Jesus Christ as their king. They upheld His Laws and carried out His judgments when those laws were broken, be it the death penalty for homosexuality or adultery, restitution for theft or damage, or public whippings for lesser crimes. Eventually their elders assembled together in Philadelphia. The outcome over a period of time, due to a change in the people's hearts and faith, was the removal of their king in favor of a strong central Baal that they now look to as king, lord, master and savior. They love him, obey him, fear him, sacrifice to him and are even willing to stone or imprison anyone who would not worship their god. The warnings of 1 Samuel 8:9-18 have now become a reality in this nation.

ALL MUST OBEY GOD

The Bible story in the book of Samuel shows the God of the Bible allowed His people to form a strong central government like all the other nations, but with one exception. The government, that is their king, had to fear and obey Him who is King of kings and Lord of lords and the only God.

"Now therefore, here is the king whom you have chosen, whom you have asked for, and behold, the LORD has set a king over you. If you will fear the LORD and serve Him, and listen to His voice and not rebel against the command of the LORD, then both you and also the king who reigns over you will follow the LORD your God." (1 Samuel 12:13, 14)

The Bible story shows in 1 Samuel chapter 15, the government headed by King Saul failed to do so. Instead of the government doing the will of God which, according to Romans 13 includes being a terror to evil doers, it began to change. In that case it refused to carry out God's command to execute the evil doers known as the Amalekites and it began to become a government of the people for the people and by the people, GREEDY, EVIL PEOPLE who desired the spoils of Amalek over obedience to God. Eventually, that government not only failed to be a terror to evil, but began to be a terror to good. This is represented in the pursuit of David and his followers as enemies of the state and social undesirables. David is a type of Christ in Scripture and today we have one greater than David. He is known as Jesus Christ and His followers know He is the only true Sovereign King. When false Baal gods attempt to put themselves or their laws before Him and His Laws, Christians will choose obey God over man or Baal. When the many Baal priests cry "obey Caesar" (or the higher powers) His followers say to Caesar, "Obey God!" When the Baal priests say "we have no kingdom" (or government) but man's until Christ returns and sets up a Kingdom, they in turn say "we have a King who is alive and well and reigns right now, who has a Law, a people, a territory; all the needed ingredients of a Kingdom. All that needs to be done is to add faith and stir and the true King, God and Savior becomes real to us. A real Savior, a real God, who really does care for us, who will save us, who we can teach our children to fear, obey and if need be sacrifice to. One far more real and powerful than any Baal god man can devise." This is what true Christianity was all about and true Bible Christianity is the only thing that will stop the Baals, even the one world order Baal.

(There's more to this story which we cover in the tape message #SFA533 entitled "Baal Worship part 8". That message covers: What finally happened in the book of Samuel is happening right now in America, why white people in our land are being hated and destroyed, and the false propaganda of the modern antichrist Jews). This tape is not yet available in

Australia!!

FOOTNOTES:

- 1) Niles, Principles and Acts of the Revolution in America, p. 198
- 2) Cushing Stout, The New Heavens and The New Earth, p. 59.

HOSKINS REPORT

By Richard Kelly Hoskins

S. African Referendum

White S. Africans went to the polls and voted 2-1 to allow DeKlerk to transfer rule to the Blacks who outnumber the Whites 10-1.

Disbelieving the results, I called a S. African active in conservative politics and asked the reason. He was stunned also. He said that from the people he had talked to at the polls he thought the reverse to be true.

He said that the upset must have resulted from the Black threats, the belligerent mass Black parades; the 100% establishment media support of Black rule; the threats of what would happen to the Whites if they dared anger the Blacks; the universal fear created by media programming the White voters that permeated the country - and the absolute impossibility to answer the media arguments that cascaded down in a torrent. This is what did it.

I have two observations. God the Word identifies the enemy:

A: 1- "The borrower is slave to the lender." Prov 22:7. Therefore the lenders - the international banks - rule. 2- With their unlimited wealth they have bought a "Maxwell-Media" monopoly to advance their interests. 3- This "Maxwell-Media" shields the nation's true rulers from discovery, is a "false witness" to the people, and rules by giving exposure to compliant politicians to assure their election to office. It is a false witness.¹

B: 1- "Whosoever shall call upon the name of the LORD shall be saved." Rom 10:13. Until Christians call upon the Lord - until they hold up his Word² - until this is done - there will be no victory against the enemy of Christendom. Christians must say with bumper-stickers, posters, letters and every way they can:

"Thou mayest not set a stranger (Heb: z'ûwr racial alien) over thee, which is not thy brother." Deut 17:15, Jer 30:21.

With the voice of the Lord spoken in the land - then - the following will happen:

"My sheep hear my voice ... and they follow me." John 10:26,27.

But FIRST - Christians must "call upon the LORD." He requires it. It identifies us - it proclaims Him.

1) Deuteronomy 19:16-19

2) "In the beginning was the WORD, and the word was with God, and the WORD was God." John 1:1, and "The Word was made flesh, and dwelt among us." John 1:14 - the Laws, statutes and judgments.

PO Box 997, Lynchburg, Virginia 24505

Cairns Post, April 22, 1992

CONDOMS DISCUSSED

CONDOMS should be more stringently tested and more widely available, according to one of three HIV/AIDS discussion papers issued here yesterday.

Laws restricting the sale of condoms from vending machines in or near schools also should be removed, the Therapeutic Goods and HIV/AIDS paper said.

(what will be the next step from this?? Ed.)



Sex rooms suggested as schools provide condoms

MINNEAPOLIS - Isn't it possible that condom distribution might lead to a demand to introduce sex rooms in the high schools and colleges?

This question was asked by Rabbi Marc Leibhaber, publisher of the American Jewish World here, in his weekly column. "After all," he wrote, "the young man has a condom in his pocket and the young lady has one in her handbag --in case he used his up-- classes are boring, so why not? Safe sex is promoted, trouble is - where do we go?"

"Why compel the kids to practice safe sex in cars, parking lots or dark alleys? A sex room might appeal to students and parents."

Jewish Post & Opinion, December 11, 1991

(Ed: Note well who it is that is promoting this anti-Christian behavior.

"Advocated 'safe-sex' for homosexuals and heterosexuals, will probably cause more cases of AIDS than it will prevent, because it will give false assurance of protection. Again, sex education and universal contraception for the past 20 years have only resulted in an increase in the "problems" (sexually transmitted diseases and unplanned pregnancies) they were supposed to prevent." "Any true church will consistently and periodically teach that God has reserved sexual intimacy for heterosexual marriage only."

"Why doesn't....urge people to avoid all sexually transmitted diseases by avoiding sexual activity outside of marriage? Why doesn't....say that all other sex is "unsafe sex"? The Good Housekeeping 'Seal of Approval' should be placed upon sexual continence (restraint, abstinence) outside of marriage and fidelity within it, not upon condoms for sexual license (what God calls *fornication*)."

Quotes from "What Every Christian Should Know About The Aids Epidemic" by Franklin E. Payne, Jr., M.D. Box 14488, Augusta, GA. 30919

Why Home Schooling

by
Guy F. Roberts

Remember the bumper sticker that started showing up a few years ago which said, "Save the children--teach them at home"? There is a lot of truth in that slogan and increasingly large numbers of parents know it.

The December 9, 1991 issue of *U.S. News & World Report* described "...a fast-growing movement in American education: home schooling. The number of students educated at home has swelled from 10,000 in 1970 to over 300,000 today (the true figure is probably over a million according to Rus Walton in *Biblical Solutions to Contemporary Problems: A Handbook*), an increase that shows no sign of slackening. About 75% of home schoolers are conservative Christians who stress the Bible in their teachings and lament what they see as a decline in traditional values in public schools. Still others believe that public schools don't set high enough academic standards. But all home schoolers seem to share a belief that education is integral to family life."

Two Reasons For Exiting Public Schools

This loss of traditional values in public schools, along with the ever-lowering academic standards, are the two major reasons for the flight from the government schools. Other related reasons will become apparent as we explore the two basic ones.

Billions of \$\$ Later

Academically, we've all heard the horror stories ranging from public school students who can't find the United States on a map to those who think that Hoover was a vacuum cleaner! But standardized tests are also showing the dismal decline in the academic performance of the government school system. *The Blumenfeld Education Letter* for December 1991 reported on the plummeting SAT scores of the public schools: "We are now eight years into the education reform movement started by the 'A Nation At Risk' report in 1983. And what have the educators given us?"



A new low of 422 in the national SAT verbal score. The previous low of 424 was reached in 1980. Eleven years and billions of dollars later we are lower still. The ability of young Americans to use language -the tool of thought and the primary measure of intelligence-is in serious decline. How much longer can the educators fool America?" For those Americans not deceived by the "public fool system", home schooling is a rewarding alternative.

Academic Superiority

Most of us are painfully aware that the government education system is failing, but are the home schoolers doing any better? Research and experience answer with a resounding "Yes!" The above-cited *U.S. News & World Report* article admitted: "Studies suggest that home-schooled kids do as well as or better than their public school peers on national standardized tests."

Further confirmation of the academic superiority of home schooling was reported in the May, 1988 *Blumenfeld Education Letter*: "How well do home schoolers learn? According to Patricia Lines: 'States such as Alaska and Arizona, which test home-schooled children, report that these children perform above average, as measured by nationally standardized tests. One study of children in a home tutorial network in Los Angeles showed that children in the network scored higher in standardized national



tests than the children in Los Angeles public schools."

Encouraging Research

Addressing the numerous advantages of home schooling over government schooling, Barbara Morris said in *Change Agents In The Schools* (available from C.I.M. for a donation of \$18.50 postpaid): "The best part is that many children often do considerably better on college entrance exams--sometimes much better than children who graduate from government schools, which is understandable."

The August/September, 1988 issue of *The Teaching Home* (an excellent magazine for Christian home schoolers) summarized the findings of a large research project designed to measure the effectiveness of home-centered learning in these words: "with 104 (87 percent) of the 120 cells defined by the Standard Achievement Test series scoring at or above the 50 percent and the median cell at the 65 percent, it is apparent that this sampling of home schoolers is, as a group, doing well. Fears that home schooling children are at an academic disadvantage compared to conventionally educated students are not confirmed by this data." Those results should be encouraging to any home educator.

Decisive Difference

Agreed that home-taught children are learning better; but what are they learning? Is it different from what the public schoolers are learning? Decidedly so!

The Horrors of Government-Controlled Schools

Since the government schoolers gained a toe-hold in American education in Boston in the early 1800's, there has been slow but steady progress in indoctrinating our schoolchildren into the wonders of Humanism/socialism/Marxism/atheism. Perhaps we should expect this from a socialistic education system, but it rankles many patriots and Christians to be forced to pay for it. Our kids learn to fill out income tax forms, pay in to social security, cozy up to the Communists, unquestioningly obey the government and sing the praises of the United Nations--but where is their understanding of free enterprise, limited Constitutional government, God's Laws and individual responsibility? Lost in the fog of New World Order propoganda, sex and drug education courses, support-the-world teachings, kill-the-unborn-but-save-MOTHER-EARTH drivels, disarm-for-peace programs and Friday night football-- that's where!! Granted, all of us know of students who survive this soul-destroying onslaught with their Biblical faith and principles intact--but they stand out as exceptions to the rule.

Large Contrast In Home Schooling Curriculum

In contrast, Christian home schoolers are typically teaching their offspring the 3 R's along with

an understanding of free enterprise, the truths of God's Word and His Laws, obedience to parents and God rather than an unrighteous government, and the importance of individual initiative rather than a let-the-government-do-it attitude. Again, there are exceptions to this pattern, but not enough to prevent the statist from worrying about the home schoolers.

Values/Morality Differences

Probably the greatest difference between the government and home schools shows up in the area of values or morality. The root of the conflict stems from our deciding who is the source of ultimate authority--man or God? Since Humanism has become the official religion in America, God's absolutes have been replaced by man's situational ethics and moral relativism. Our public schools have become like ancient Israel where Moses found "...every man doing whatever is right in his own eyes..." (Deut 12:8). Our government educators have replaced the revelation of

God's absolutes with man's reasoning and experience as the source of knowledge of right and wrong--a usurpation which always leads to moral relativism. they have rejected God from the throne of their and their students' lives and put self in His stead! The disastrous results of this shift in authority, as much as anything, have driven Christian parents to take up home schooling.



Shocking Statistics

David Barton, in *America: To Pray or Not to Pray*, (available from C.I.M. for a donation of \$15.50 postpaid) compiled shocking statistics to show what has happened to 39 million American youth since they were ordered to stop praying in public schools in 1963. He carefully documents the declining SAT scores along with the dramatic increases in pre-marital sexual activity (up 200%), teen pregnancies (up 400%), sexually transmitted diseases (gonorrhea up 20%), and student suicide rates (up 400%) since government school children stopped praying corporately for themselves, their parents, their teachers and their country. These heartbreaking statistics only partially reflect the devastating drop in moral behavior that has occurred in the government schools in the last few decades.

Discipline Problems

All parents should seriously reflect on the dramatic change in discipline problems that has taken place in the post WWII period. *What Are They Teaching Our Children* by Mel and Norma Gabler listed the top offenses of public school students in 1940 as follows:

- (1) talking
- (2) chewing gum
- (3) running in the halls
- (4) wearing improper clothing
- (5) making noise
- (6) not putting paper in wastebaskets, and
- (7) getting out of turn in line.

Oh, how we long for the good ol' days of pulling

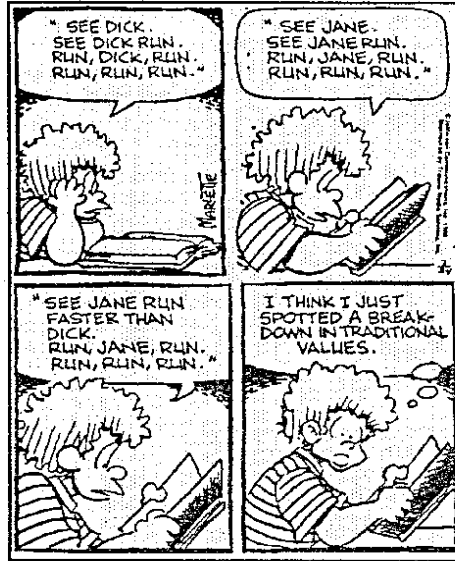


ponytails and throwing spitwads.

Corrupt Morals

Now, the Gablers invite us to contrast that list with this one compiled just 40 years later, that we might begin to see the power of a Godless education to corrupt morals:

- (1) rape
- (2) robbery
- (3) assault
- (4) personal theft
- (5) burglary
- (6) drug abuse
- (7) arson
- (8) bombings
- (9) alcohol abuse
- (10) carrying of weapons
- (11) absenteeism
- (12) vandalism
- (13) murder
- (14) extortion
- (15) gang warfare
- (16) pregnancies
- (17) abortions
- (18) suicide
- (19) venereal disease, and
- (20) lying and cheating.



Sobering, isn't it. Surely, any con-

scientious Christian parent would go through much fear and trembling before deciding to send their children into the moral minefields known as public schools. They would do well to remember God's counsel in 1 Corinthians 15:33, **"Do not be deceived: Evil company corrupts good habits."**

There are more reasons for moving in the direction of home schooling than the academic/moral ones. On another occasion, we will address the issue of "socialization" along with some additional drawbacks to the government schools, as well as further advantages of home schooling. Finally, we must consider the Scriptural challenges to Christian parents in the area of training their own children.

Courtesy America's Promise Newsletter, PO Box 157, Sandpoint, Idaho 83864.

Page 14, The Cairns Post, Wednesday, April 22, 1992

Forum for school religion

A PLAN to make religious studies compulsory in Queensland's state schools will be discussed at a study forum in Brisbane next month.



PAUL BRADDY

The proposal follows the work of a review team which has consulted widely around the State on the issue, a spokeswoman for Education Minister Paul Braddy said yesterday.

One outcome could be that religious education would become compulsory in state schools next year, with the philosophies of Christian and non-Christian religions taught to all students.

However, the forum was expected to decide on a favoured option from a number under consideration, including integrating religious education into various subjects. It could be made an optional subject, or it could be included in all schools.

Mr Braddy has stressed that all religions would have to be covered in lessons because the state education

systems should not promote only one set of values.

However, parents would retain the right to withdraw their children from religious classes.

A number of interesting points arise from the above news article. All religions have to be taught equally. Parents retain the right to withdraw their children, BUT if the religious education is integrated into various subjects, that will for practical purposes become impossible. And also, that values are religiously based. I wonder, on which religion were the values used in HRE education based? **"Take heed to thyself that thou be not snared by following them, after that they be destroyed from before thee; and that thou inquire not after their gods, saying, How did these nations serve their gods? even so will I do likewise. Thou shalt not do so unto the LORD thy God: for every abomination to the LORD, which he hateth, have they done unto their gods;" (Deut 12:30-32).** Take them out of state school and homeschool them. Don't let their minds be destroyed!

NEW TAPES & CORRECTIONS

Due to problems beyond our control, the video tape listed in the AD1992 catalog as CI-174 and the third segment of CI-175 (Spectre of Power) will not be available. These messages will be available on audio cassette as #'s SFA9101, SFA9102, SFA9103 and SFA9132 respectively.

All the Scriptures for America '91 camp tapes as listed are now available, including the above audio substitutes (SFA9101--SFA9139).

- WT141** Conquering The Leviathan (4) Dave Barley
- WT142** Into His Presence! / radio. Dave Barley
- SFA337** The Tongue And It's Power, H. Freeman
- SFA338** Esau Edom & Worldly Events, C. Weisman

New Books

Now available in Australia, Pastor Pete Peters new book AMERICA THE CONQUERED, 240 pages of must reading!!

Also now available Charles Weisman's book WHO IS ESAU-EDOM? see enclosed slip to order.

Now again in print GUTA THIUDA, this popular comic style history of true Israel may be obtained for a donation of \$3.50. ORDER YOUR COPIES TODAY!

SOUTH AFRICA. The near future will prove that here is a nation of salty white people. Their government is letting them down just as ours has and for the same reason. But the white people of South Africa generally know who they are and will soon demonstrate it. Winnie Mandela and the Xhosa tribe will lose the support of the Communist African National Congress (ANC) for the same reason Cuba is losing its support. They will continue to fight the Zulus for Black man superiority.

To allow the ANC to continue to operate, the conspiracy is now attempting to install the ANC as the national police force of S.A. If this is accomplished, it will be tantamount to the Communist ANC ruling the country. In all parts of Africa, the police force rules the nation.

The white people of south Africa, particularly the Boers in the Northern part, are going to resist and severe civil unrest is beginning to happen. This entire scenario appears to be controlled and for the purpose of creating a national disturbance.

Courtesy Christian Crusade for Truth, Rt 2, Box 39, Deming, New Mexico 88030

Thank you for your support! God bless you.

