



The  
**PROPHETIC  
CONDITIONS**  
Series



The  
**EDUCATION  
CRISIS**



#### ABOUT THE COVER

Just as there is a cause for every effect, there are reasons why the western education system is in critical condition—and rapidly growing worse!

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#### Why the PROPHETIC CONDITIONS Series?

Knowledge and technology are exploding, yet the world is drowning in a sea of problems! *Alcohol abuse* is on the rise. Vast regions of farmland are “dying of thirst” due to droughts and erratic *weather* patterns. The allure of *drugs* is fast seducing a younger generation that no longer knows how to be kids. *Crime* is more violent, more entrenched, more widespread than ever. *Immorality* is robbing families and youth of their innocence by “entertaining” sick, perverted, carnal desires. And the earth is choking in the *polluted* filth produced by humanity.

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The *Prophetic Trends and Conditions Series* will report global trends and problems. It explains why humanity is deluged with such overwhelming—and insoluble—problems.

And points to mankind’s *only solution!*

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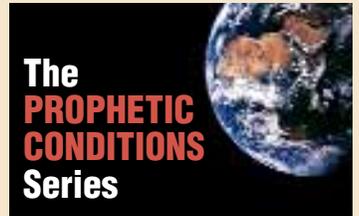
*WHY THEY HATE US – Anti-Americanism on the Rise*

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# The EDUCATION CRISIS

**E**VERY YEAR in the United States there comes a time when parents turn their attention to sending children back to school. Even stores run “back to school” sales. Parents hurriedly purchase the latest fashions so their children can be in step with their fellow students. Notebooks, backpacks, pens, pencils, organizers and binders fly off store shelves as parents equip their children for another school year. Even college-bound students get into the fray as they start or return to their pursuit of “higher education.”

While it is normal and expected that parents provide the physical items their child needs for another school year, most depend on the educational system to do the actual educating. Every year, parents happily hand over their open- and receptive-minded children, entrusting teachers with educating and preparing them for life.

Are they simply being taught how to earn a living, or how to *live* as well? Will they be able to pass state-mandated proficiency tests and make it to graduation? Will they even graduate? (A high percentage of students fail every year, with some only receiving a certificate of completion, not an actual diploma.) Few ever stop to consider what kind of education, if any, their children are receiving.

Some do consider, but are more concerned about whether school is even a safe environment, providing an

The state of America’s education system has continued to be in crisis. What is the *cause* of the problems facing it today? What is at the *root* of this failure?

atmosphere that will allow a student to learn. They might ask, “Will my child be a victim of violence?” “Is the school building itself safe or will the ceiling come crashing down?” (This did happen in one Cleveland, Ohio school building.) “Are the buildings filled with hazardous materials, germs and viruses that pose a health risk?”

Sadly, these have become real concerns. Without a well-rounded, balanced, educated citizenry having high standards, ethics and morals, a nation cannot hope to maintain or advance its position in the world. At a time when America is increasingly challenged for world dominance as an economic and military superpower, her educational system is failing.

Why? While many can easily see the problems—the effects—of its failure to properly educate every child, very few see or know the real **CAUSE!**

What is at the *root* of this failure? What is the *cause* of the problems facing the educational system today?

## **A Look at the Effects**

Before we can take a look at the cause of the failing education system, we

should study the problems facing and being produced by modern education.

President George W. Bush recently stated, “When it comes to the education of our children...failure is not an option.” This statement was made twenty years after the Reagan administration commissioned the report *A Nation at Risk*. This 1983 report warned of “a rising tide of mediocrity [in our schools] that threatens our very future as a nation and as a people.”

The findings in that 1983 study were shocking:

- About 13% of all 17-year-olds, and perhaps 40% of minority youths were functionally illiterate.

- When matched against 21 other countries, U.S. students *never* ranked first in 19 academic tests and ranked *last* seven times among industrial nations.

- Average scores of high school students on standard achievement tests were lower in 1983 than before 1957—the year Sputnik set off a flurry of U.S. educational reforms.

Following in 1989, then President George Bush held the first National Education Summit, with the states’ governors in attendance, for the pur-

pose of setting educational goals, ranging from eliminating illiteracy to propelling U.S. math and science students to rank first in the world.

National Urban League President Hugh B. Price is quoted as saying the current President is “asking our schools to do something that no society has ever done, to educate all children well, regardless of their circumstances.” This is being equated with making a solid education a fundamental civil right.

This is a very tall order in the Information Age. The population of schools in the U.S. for grades K-12, public and private, in the year 2000 was approximately 53,167,000. These school-age children come from all walks of life, differing social and economic backgrounds, races and religions, two-parent families, single-parent families and even now a growing number of “alternative lifestyle” families. Each child comes from a unique background and environment, requiring teachers to adjust their educational methods for each one.

As class sizes have continued to grow since the 1950s, when former Harvard President James B. Conant advocated replacing small schools with large comprehensive ones, this has become increasingly more difficult to do. The result of this thinking has led to urban high school students having to attend a factory-like school with student populations approaching 1,000! There is a statistically documented higher occurrence of violence, poor achievement and dropout in large urban schools. (All statistics are cited from the National Center for Education Statistics [NCES] throughout.)

How can a child be properly educated under such conditions? And how can a teacher guide and instruct children on a one-on-one basis, giving them the time they need in such an environment? It is impossible, though every good teacher truly tries. This is just one of many impediments facing America’s education system.

Take the case of one student who attended and was removed from the highly regarded Hunter College High

## Comparing U.S. Literacy Scores With Other Nations

Year 2000 average literacy scores, 15-year-olds:

■ Finland	546
■ Canada	534
■ New Zealand	529
■ Australia	528
■ Ireland	527
■ South Korea	525
■ United Kingdom	522
■ Japan	516
■ Sweden	507
■ Austria	507
■ Belgium	507
■ Iceland	505
■ France	505
■ Norway	504
■ United States	500
(International average)	497
■ Denmark	494
■ Switzerland	493
■ Spain	492
■ Czech Republic	483
■ Liechtenstein	

Source: National Center for Education Statistics

School in New York. She found it to be too competitive and impersonal, stating, “My attendance and grades were terrible.” Enrolling in the 175-year-old Humanities Prep, a small school in Manhattan that specializes in giving students a second chance, she flourished in the one-on-one atmosphere. Now a senior applying to college, she has this to say: “At Hunter they didn’t care, but here they’re really concerned.” Were it not for Humanities, “I would likely have ended up on welfare.”

Lack of a good education frequently leads to underemployment, unemployment and lifelong reliance on welfare, which carries on to the next generation.

Herbert W. Armstrong, the founder of this magazine’s predecessor, was also the founder and chancellor of three liberal arts colleges. Mr. Armstrong knew the importance and benefits of keeping class sizes small. Notice: “I was well aware that colleges had fallen into a dangerous drift of materialism...I also realized that

mass-production, assembly-line education in universities of five to forty thousand students resulted in loss of personality development and much that is vital in student training” (*Autobiography of HERBERT W. ARMSTRONG*, Vol. 2, pp. 212-213).

Upon founding Ambassador College, Mr. Armstrong purposely set out to avoid the problems of large campuses and class sizes.

He later wrote, “To that end, the small student body on campus and the small student-faculty ratio provide a distinct advantage. On campus the relationship between student and faculty is as happy and helpful as it is unusual. The smaller college, adequately staffed and outstandingly equipped for its needs, with high character and cultural surroundings, offers greater opportunity for self-expression and activity in the area of the student’s talents. It can give more personal attention to the individual student’s problems. It produces an altogether different and more desirable campus atmosphere” (*Ambassador College Course Handbook*, Fall Semester, 1983).

### How Are We Doing?

How much progress has been made since the national effort was begun to improve the level of education in America? A Washington research group, the Education Trust, shows that the U.S. is ranked 17th in graduation rates (after formerly leading the world), with only 74% of 18-year-olds having completed high school. Not even half of the school children in America can read proficiently at their grade level. A look at the test scores in mathematics and science of U.S. twelfth-graders reveals the fact that they score well below their peers in almost every other developed country! Due to many contributing factors, students from a minority or a low-income background perform worse.

Milt Goldberg, who headed the commission that produced *A Nation at Risk*, stated, “While we’ve certainly made some improvements, they’re not enough to keep up.”

Those nations that are ahead of the U.S. in educating their children will not wait for this country to catch up, not if they want to replace America in her role as the leader of the free world.

The three subject areas that are most often used to gauge student achievement are reading, mathematics and science. These three subjects are the tools that allow a society or a country to achieve, progress, advance and excel.

Consider the following:

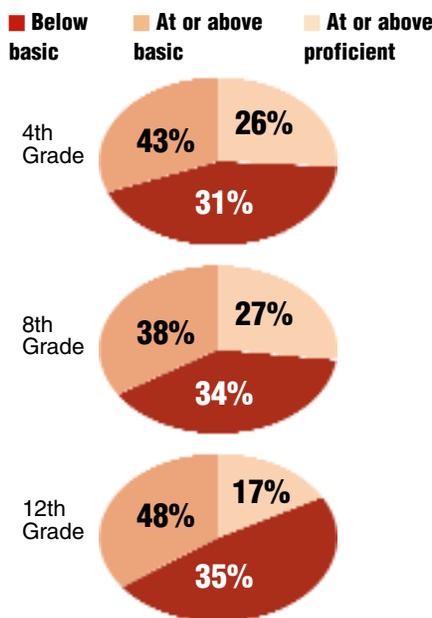
READING performance of 9- and 13-year-olds was higher than the performance in 1971, but there was no meaningful difference among 17-year-olds. In reading, both 9- and 13-year-olds' achievement scores increased in the 1970s. Although no further improvements in average reading scores have occurred for these age groups since the 1970s, their average scores were higher in 1999 than in 1971. In contrast, average scores for 17-year-olds were about the same in both 1971 and 1999. Their scores have remained within a narrow range during all assessment years.

MATHEMATICS scores for 9-, 13- and 17-year-olds have increased since 1973. For 9-year-olds, a period of stable performance in the 1970s was followed by an increase in average scores from 1982 to 1990, and then some subsequent modest increases through the 1990s. For 13-year-olds, an increase in average scores between 1978 and 1982 was followed by additional increases during the 1990s, resulting in a pattern of overall progress. The average scores of 17-year-olds declined between 1973 and 1982, but since then, they have risen. In all three age groups, the average scores were higher in 1990 than in 1973.

SCIENCE performance of 9-, 13- and 17-year-olds declined during the 1970s, increased during the 1980s and early 1990s, and has been mostly stable since then. Among 9-year-olds, average science scores declined between 1970 and 1973 and then remained stable through 1982. Scores for 9-year-olds rose between 1982 and 1992 but have been stable in more

## A Look at Mathematics Levels

Percentage of students below, at and above U.S. mathematics achievement levels (1999-2000):



Note: Numbers are rounded off.

Source: National Assessment of Educational Progress, Mathematics Assessment

recent assessments. Among 13-year-olds, scores declined from 1970 to 1977, and then increased steadily from 1982 to 1992. Since 1992, scores for 13-year-olds have dropped slightly, resulting in a 1999 average that was similar to that in 1970. Scores for 17-year-olds declined from 1969 to 1982, and then increased over the next 10 years. Since 1992, scores for 17-year-olds have remained stable, but average scores in 1999 were still lower than those in the first assessment.

Although these statements show a trend toward improvement, they do not tell the whole story.

Consider these revealing statistics:

- As of 1998, only 31% of fourth graders were at or above proficient in reading performance, with 38% scoring below basic.

- Only 33% of eighth graders were at or proficient in reading performance, with 26% scoring below basic.

- Of twelfth graders, only 40% were at or above proficient in reading, with 23% scoring below basic.

- In math, only 26% of fourth graders were at or above proficient, with 31% scoring below basic performance for the year 2000.

- Of eighth graders, only 27% are at or above proficient, with 31% scoring below basic.

- Of twelfth graders, 17% were at or above proficient, with 35% scoring below basic.

- In science, only 29% of fourth graders were at or above proficient, with 34% scoring below basic skills.

- Of eighth graders, only 32% were at or above proficient, with 39% scoring below basic.

- And of twelfth graders, only 18% scored at or above proficient, with 47% scoring below basic science skills.

These statistics do not include all of the almost 11% of 15- to 24-year olds who *dropped out* of school in 2000! Eleven percent might not seem like much until you know how many students it actually represents. In 1996, by the month of October, five out of every 100 young adults who were enrolled in high school had left without successfully completing a high school program. This means that of the 9.6 million 15- to 24-year-olds enrolled in high school, approximately 500,000 dropped out.

This figure remains relatively constant. The cumulative effect of this number of dropouts each year translates into several million young adults lacking high school credentials.

Recall that these three subjects are the tools that allow a society to progress, achieve, advance and excel. If the educational system in America cannot properly teach each generation of children to achieve proficiency in these subject areas, not only will it have failed, but so will the nation.

With the government mandating that schools teach more non-essential classes (and schools willingly adding non-essential classes) as an attempt at social engineering, along with the requirement that they act as an extension of social services, the emphasis on the major subjects, along with the time necessary to teach them, is diminished.

## Crime and Violence in School

On top of this is the fact that school is just not a safe place anymore. Gone are the carefree days of sending your children off to school. Not only do parents need to be concerned with their child's safety *to and from* school, but, increasingly, they need to be concerned with his safety *at* school!

Just call to mind the school shootings in Littleton, Colorado, in which 12 students and a teacher were killed. Or Paducah, Kentucky, where three students were killed and five wounded. Even educators are the target of violence, as evidenced in the shooting death of a teacher in Fort Lauderdale, Florida. In the period from October 1, 1997 to May 26, 2000, there were at least 12 major incidents of school violence. Those incidences left 30 dead and 75 wounded or hurt.

Here is a sampling from the *Associated Press*:

■ October 1, 1997—a 16-year-old boy in Pearl, Mississippi, is accused of killing his mother, then going to his high school and shooting nine students, two fatally.

■ December 1, 1997—three students are killed and five others wounded in a hallway at Heath High School in Paducah, Kentucky.

■ March 24, 1998—four girls and a teacher are shot to death, and ten others wounded, during a false fire alarm at a middle school in Jonesboro, Arkansas, when two boys, ages 11 and 13, open fire from the woods.

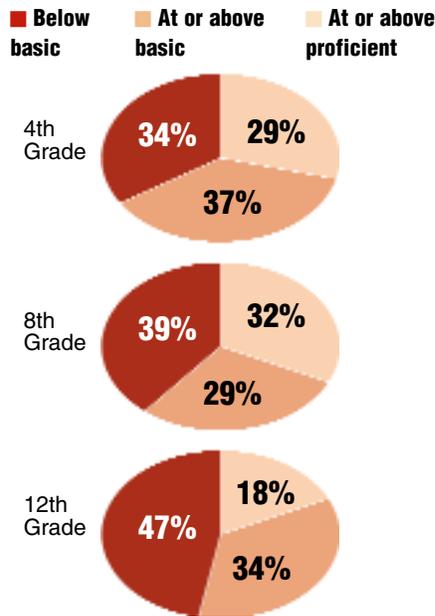
■ April 24, 1998—a science teacher is shot to death in front of students at an eighth-grade dance at a banquet hall in Edinboro, Pennsylvania. A 14-year-old student awaits trial.

■ May 21, 1998—two teenagers are killed and more than 20 people hurt when a 15-year-old boy allegedly opens fire at a high school in Springfield, Oregon. His parents are killed at home. On a police videotape, he is asked why he opened fire. He responds: "I had no other choice."

■ December 6, 1999—a 13-year-old student fired at least 15 rounds at Fort Gibson Middle School in Fort

## A Look at Science Levels

Percentage of students below, at and above U.S. science achievement levels (1996-2000):



Note: Numbers are rounded off.

Source: National Assessment of Educational Progress, Science Assessment

Gibson, Oklahoma, wounding four classmates.

■ February 29, 2000—a 6-year-old boy at Buell Elementary School in Mount Morris Township, Michigan, shot to death a fellow first-grader.

■ May 26, 2000—a 13-year-old boy was indicted as an adult on first degree murder charges in the shooting death of his teacher in the hallway of Lake Worth Middle School, in Fort Lauderdale, Florida.

Schools find it increasingly necessary to employ security guards and metal detectors in an effort to prevent drugs, firearms and violence from making it into the schools.

In 1999 alone, there were about 2.5 million crimes involving theft or violence at school. Students between the ages of 12 and 18 were the victims. Of that 2.5 million, 186,000 suffered violent crimes, including rape, sexual assault, robbery and aggravated assault.

In 1996-97, 10% of all public schools reported at least one serious

violent crime to the police or a law enforcement official. Principals' reports of serious violent crimes included murder, rape (or other type of sexual battery), suicide, physical attacks or fights with weapons, or robbery.

Who is in control of the schools? The educators? They are the very ones who have taken discipline out of the schools! And an increasing number of parents will also not allow their children to be disciplined, often suing schools because their children's "rights" have been "violated."

Corporal punishment is fast becoming a thing of the past. The mantra of some is that spanking teaches violence. Says a former school teacher, now a school board member, "Do you want someone to spank your child in the classroom when you are not present to witness it?" "The bottom line," she says, "is if you don't want that to happen to your child, then I don't want it to happen to any child." This virtually guarantees that the students—children—will be in control of the class, and it does not take them long to figure it out. The teachers cannot do anything.

Yet in an age when spanking has been virtually outlawed, youth violence is increasing. Almost none have a healthy fear of authority.

A recently retired police detective from Berea, Ohio, who headed his department's juvenile crime unit, stated, "They tell us if we strike a child as a form of discipline, they'll grow up violent. In law enforcement, we're finding the opposite is true" (*abc-news.com*).

## Drug Use Among Students

An additional factor contributing to the decline of the American education system is widespread drug use. During the presidency of Ronald Reagan, a concerted effort was made to diminish drug use among young adults. Mrs. Nancy Reagan spearheaded the "Just say no" campaign in an effort to strengthen the resolve of those resisting peer pressure to use illegal drugs. Television featured 30-second spot ads using the image of an egg being

“Not only do parents need to be concerned with their child’s safety *to and from* school, but, increasingly, they need to be concerned with his safety *at* school!”



fried in a skillet to demonstrate the effects of drug use on the brain. Mothers Against Drunk Driving (MADD) has promoted efforts to curtail the abuse of alcohol among young adults after countless deaths resulting from alcohol-related automobile accidents.

Yet, for all this effort, drug and alcohol experimentation and abuse among high school seniors have remained at a high level. Newspapers are filled with articles about tragic deaths of young adults whose lives were cut short because of drunk driving—either their own or someone else’s. Drive down any highway or through various intersections, and the constant reminder of their deaths will be visible—a wreath or flowers marking the location where life ended. How often do we read of a drug overdose involving some new designer drug, considered safe because it is not

like the “hard drugs” used by the previous generation?

Stop and consider: A recent survey of high school seniors revealed that 80 percent have consumed alcohol. Fifty percent admitted to using alcohol in the thirty days prior to the survey. Clearly, alcohol is their drug of choice, yet 50 percent say they have used an illicit drug, including marijuana, cocaine, heroin and LSD. An astonishing 25 percent claimed to have used illicit drugs in the same thirty-day period (University of Michigan, Institute for Social Research, “Monitoring the Future”).

One would think that the education system would be on the frontlines in the battle to keep children off drugs. This is simply not the case. In fact, it is largely responsible for a whole generation of very young children being placed on psychotropic substances, including Ritalin and Adderall. The

Drug Enforcement Agency (DEA) has classified Ritalin as a Schedule Two drug comparable to cocaine!

Yet, 15 percent of our nation’s children use these substances. Over 20 million prescriptions for these stimulants were written in one year alone, all used to treat Attention Deficit Hyperactivity Disorder (ADHD), a “mental disorder” voted into acceptance in 1987 by the American Psychiatric Association. In the following year, 500,000 U.S. children were diagnosed with the disorder. Yet, at the National Institutes of Health (NIH) Consensus Conference on ADHD, the NIH issued the following statement: “We do not have an independent, valid test for ADHD, and there is no data to indicate that ADHD is due to a brain malfunction.”

The 18 behaviors that some deem as symptoms of the disease have no scientific validity at all. The very

behaviors that are said to be an indication of ADHD are almost identical to the behaviors said to point to a gifted child!

Where is the first diagnosis of this supposed “mental disorder” occurring? In the schools! Teachers and administrators are trained to educate, not medicate. They do not possess the knowledge or the education to make this determination. Yet, many parents are coerced into drugging their children by school administrators, under the threat of a call being made to “Children’s Protective Services.”

It is far easier to drug a child into submission than to address the real cause of his behavioral problems.

Research has proven that children who spend endless hours watching television have a higher rate of behavioral problems. They have absorbed countless images of violence into their minds, whether through adult programs or so-called children’s cartoons. Their attention span is conditioned to a seven-minute length, the result of commercial interruptions after every seven minutes of programming. Children carry this attention span into the classroom. They simply act out what they have been taught: Aggressive, violent behavior, unable to pay attention for longer than seven minutes at a time.

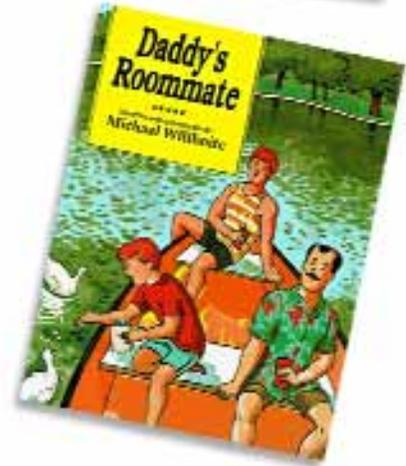
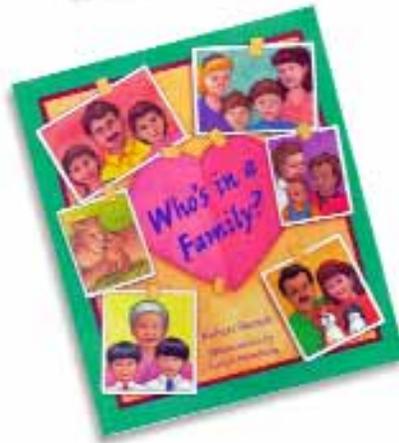
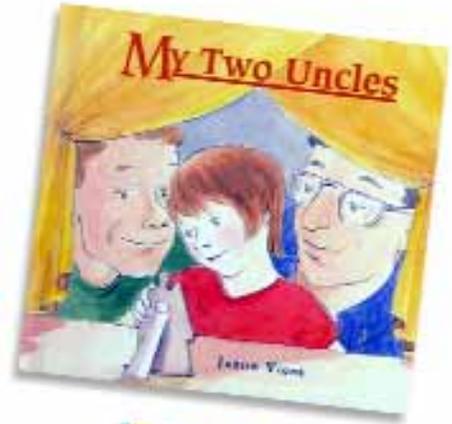
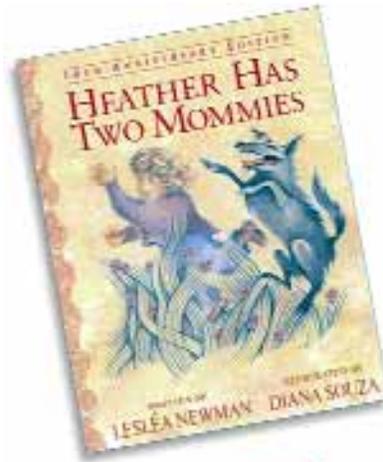
But instead of being taught correct behavior, children are conditioned to seek drugs to solve their problems. This will carry over into adulthood. America already consumes 90 percent of the global production of Ritalin.

### Crisis of Funding

As if all other problems facing the education system were not enough, there always seems to be a shortage of funds. Fifty percent of all public schools report having buildings with at least one inadequate feature, and no room in the budget for repairs. They range from faulty roofs, floors and foundations, to poor heating and electrical systems, and other safety concerns.

Taxpayers are routinely burdened with ever-increasing demands for

## “Alternative Lifestyle” Books



**Heather Has Two Mommies:** A preschooler with two “moms,” Heather discovers that some of her friends have mothers and fathers, or just a mother, or mothers, fathers, plus stepparents. Heather’s teacher reassures her students that “each family is special” and that “the most important thing about a family is that all the people in it love each other.” A review states that “the book is essential for children (ages 2 to 6) with gay parents or family members.”

**Who’s in a Family?:** This book teaches children that all man-made definitions of a family are valid—including families headed by same-sex couples.

**My Two Uncles:** A father explains to his daughter about his relationship with “uncle” Phil: “Sometimes a man loves another man in the way a married couple love each other,” and “some people feel funny about seeing gays with their partners.”

**Daddy’s Roommate:** The book begins with a child, Nick, dealing with his parents’ divorce and the arrival of dad’s new “roommate”—a man. Dad then explains to his son that his new relationship is “just one more kind of love.”

more money. They face property tax increases twice a year on local election ballots. Various states throughout the country face lawsuits from those seeking to change the way schools are funded.

For the fourth time since 1997, the Ohio Supreme Court told the gover-

nor and state legislature that they have not properly devised an adequate education system—coupled with adequate funding—that enables each child to succeed. Yet education is one of the first places state lawmakers look to cut budgets. While they pander to special interest groups and pad

their own pockets, schools struggle to stay afloat.

Communities seem very willing to spend money to build multimillion-dollar sports stadiums and facilities for business owners so that grown men can play games, while many schools implement “pay-to-play” sports programs because of a lack of funding.

Still, more money does not necessarily guarantee that a school will produce better students. The Cleveland, Ohio School system, ranking ninth in spending per pupil, spends slightly more money per pupil than the wealthier community of Hudson. While more than 90 percent of Hudson children will go on to college, nearly one in five Cleveland ninth-graders will drop out before their class graduates—the worst dropout rate among the nation’s largest school districts (*Akron Beacon Journal*).

If more money is not the answer, what is?

### **Who Is Teaching the Teachers?**

Teachers in every school system are the *product* of the very system they are teaching in. However, many of them cannot even pass state-mandated tests. The Lawrence Public School superintendent in Massachusetts found it necessary to put 24 teachers on unpaid administrative leave because they failed English literacy tests. Yet the superintendent himself could not pass the literacy test!

Parents would expect support in how their children are taught to dress for the workforce. A recent article in *USA Today* reported an elementary school principal’s recent experience in dealing with the fashions parading through his hallways, including flip-flops, tattoos, low-rise jeans and belly-button rings.

“I was shocked,” said the principal of Eastover Elementary in Charlotte, North Carolina. “Ooh it was scary.”

But in this case, as in an increasing number of schools across the U.S., those young women emulating Britney Spears are not her pre-teen fans, but a

slightly more mature crowd: Their teachers!

Across the nation, administrators are finding it increasingly necessary to spell out the dress codes for teachers, certainly something they should have been taught when they were yet in school and college. Still, some teachers balk at the notion that they should dress professionally, and set a right and proper example to those they instruct. They cry that it is part of their “academic freedom” to dress as they see fit. The Hamilton Primary School principal in Bridgeport, New Jersey, states, “The dress code is: Anything goes.” She has seen teachers wearing in the classroom what could easily be described as a teenager’s wardrobe: Beach attire, halter-tops, short shorts and exposed midriffs—even during conferences with parents. Even tongue and bellybutton piercings are becoming commonplace!

When peering into a classroom, you should not have to guess who is the teacher and who is the student. But how can you possibly expect educators, who come out of a school system that has continually lowered standards of dress and conduct in the classroom, to know how to dress and act when standing in front of one?

A cursory look at the way most children dress for school proves this point.

### **What Is Being Taught?**

In a recent editorial, “Teaching the Values That Make America Strong,” the National Education Association (NEA) president “urged the nation to recognize that public schools are on the frontlines in this new era (of reclaiming the nation’s spirit), because it is in the classrooms more than any other place, that we create and nurture the citizens of tomorrow.” This is a true statement. But the question is: What *kind* of future citizens are they creating and nurturing?

He goes on to state that America is defined by, among other things, its “commitment to an open, tolerant, democratic society...For two centuries, public schools have been preservers and transmitters of America’s ideals.

In our schools, generation after generation of native-born and immigrant students have been taught America’s core values...

“Public schools have never stopped teaching values. We teach them explicitly, and more important, we model those values. Everything we do and say in front of our students is a value statement—and those values include the all American values of honesty, responsibility, self-discipline and love of country. Public schools also stress one other value that is especially urgent today: tolerance and respect for people of different colors, cultures, and faiths...the student may not realize it, but *she* is a ‘combatant’...against terror and hate” (emphasis ours).

The NEA began in 1857 and has grown into a powerful labor union of 2.7 million members. This organization has a direct effect on what is taught in schools. They write the curriculum, enforce it, lobby for it and pay for it by supporting candidates who support their views. They believe that they know best—and that it takes a “village” (government) to raise a child.

The American Federation of Teachers president said this about then President Bill Clinton: “He is America’s No. 1 teacher and we are all his students.”

In light of these statements, what kind of values do these institutions truly model? What kind of tolerance do they really teach? Just what are the core values they profess to explicitly promote?

The NEA teacher’s manual claims that our children are not ready for the society they envision, one of tolerance for everything, without judgment of whether something is right or wrong. In their push to eliminate hate, they preach acceptance of *everything*. They proclaim that our children “may need mental health care...to conform to the planned society in which there will be no conflicts of attitudes or beliefs.”

They preach moral relativism—that if you have a good enough reason for doing something, then, in that case, it is right to do it. They teach that there are no absolutes of right and wrong.

The NEA promotes “values-free”



“The NEA promotes ‘values-free’ sex education to elementary school children, under harmless-sounding names such as ‘Family Living.’ As a result, more and more children are being caught having sex on school buses, something unheard of just a few decades ago.”

sex education to elementary school children, under harmless-sounding names such as “Family Living.” As a result, more and more children are being caught having sex on school buses, something unheard of just a few decades ago. Homosexuality is taught as a viable alternative lifestyle, with books such as *Heather Has Two Mommies*, *My Two Uncles*, *Daddy’s*

*Roommate* and *Who’s in a Family* (a book that teaches children that all man-made definitions of a family are valid—including families headed by same-sex couples).

The following are actual courses taught in schools across the nation: “What They Didn’t Tell You About Queer Sex & Sexuality in Health Class: A Workshop For Youth Only, Ages 14-

21” or “Teach Out,” which was held in Massachusetts. It featured that state’s Department of Education employees—government employees—instructing children as young as 14 in how to properly perform homosexual acts!

Another recommended book in the California school system, “One Teenager in Ten: Writings by Gay & Lesbian Youth,” discusses, in explicit

detail, a 16-year old's first lesbian experience with her 23-year old dance teacher. The story continues, teaching that she should hide the experience from her religious parents.

Make no mistake. These are the "core" values that educators want to be tolerated and taught. Yet, when a 16-year-old student at Woodbury High School near St. Paul, Minnesota, wore a shirt bearing the slogan "Straight Pride," he discovered that there was no tolerance for his point of view—he was suspended from school!

The NEA also promotes the distribution of condoms and contraceptives to children, along with abortion counseling without parental consent.

Recall the NEA president's statement regarding teaching honesty in schools. Are schools really teaching and promoting honesty? A 1998 survey by "Who's Who Among High School Students" found that 80 percent said they had cheated, and that 53 percent did not feel cheating was seriously unethical. With state-mandated testing, even teachers are resorting to cheating by providing students with the answers to the tests beforehand, to ensure passing grades. This is nothing less than moral relativism in action.

No longer can textbooks make references to God or most of the great principles of the founding fathers, of whom 52 of the 60 were "Christian" in ideals and practice. The Ten Commandments—the TRUE core values that should and need to be taught—cannot be displayed in public schools.

Battles rage in the courts over whether creationism can be taught, yet the theory of evolution—an attempt to explain the existence of the creation without a Creator—is taught as fact. The leaders of organized education do not want God in the picture. They will

not acknowledge His existence, because they do not want to obey His standards of right and wrong (Rom. 1:28; 8:7; Jer. 17:9).

The lack of teaching these true values in schools is clearly responsible for the continued poor performance of students in critical areas of learning and the degeneration of student conduct. Truly, permissiveness and outright tolerance of perversion outscores discipline and true values!

### **The Real Cause**

In the second chapter of Genesis, God revealed Himself to Adam and Eve as their Creator and Supreme Educator. He revealed to them which trees were good for food, the proper use of sex in marriage between husband and wife, and the fact that they could die.

God gave them access to the Tree of Life, which represented obedience to Him and His way of life, based on *His* laws. That way of life is the only way to lasting peace, true happiness and abundant living. The Bible is God's Instruction Manual to His creation. It instructs man *how* to live life. In it, God declares that "the fear of the LORD is the beginning of KNOWLEDGE" and "is the beginning of WISDOM: and the knowledge of the holy is UNDERSTANDING" (Prov. 1:7; 9:10). This is the only right and TRUE FOUNDATION—the beginning point—for the acquisition of all knowledge and education.

However, Adam and Eve rejected this foundation. There was another tree in the garden, one which God had instructed them not to eat of—the tree of the knowledge of good and evil. This tree represented rebellion against their Creator, and the decision to choose for themselves—apart from God—to acquire the knowledge of what was right and wrong.

When Satan approached Eve, he

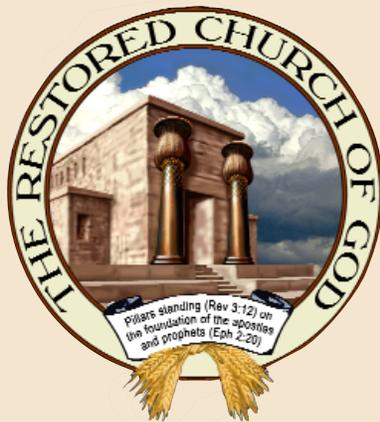
told her that God was lying to her, that He was holding back knowledge she should have, and that she would not die by eating of that tree. Did Eve believe God's instruction? No! She relied on human reasoning and scientific experimentation. She relied on what her physical senses told her. She and Adam rejected God as their educator and the revealed knowledge that can only come from Him. They chose instead to educate themselves, under the influence and guidance of Satan—the god and author of this society—who has deceived the whole world (Gen. 3:1-6; II Cor. 4:4; Rev. 12:9). They chose Satan as their *educator* in place of God. The first human scientific experiment resulted in their deaths!

Man's education systems are built on the wrong foundation. That wrong foundation is the CAUSE for the crisis in education—the rise in immorality and perversion, and the decline in right conduct among our children and society. God's Instruction Manual says, "It is not in man that walks to direct his steps" (Jer. 10:23). Cut off from God, mankind simply does not know *how* to live.

### **The Solution**

But the time is coming when "They shall not hurt nor destroy in all My holy mountain: for the earth shall be full of the *knowledge* of the LORD, as the waters cover the sea" (Isa. 11:9).

The Creator God will re-establish His government on the earth very soon. And at that time, all of humanity will be taught not only how to earn a *living*, but also the true and right way to LIVE. Education will be built upon the right foundation—the Word of God. (To learn more about this future time, read our free book *TOMORROW'S WONDERFUL WORLD – An Inside View!*) □



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