

The Need to Change the Educational System

By

Michael D. McCubbins

Who can say they are happy with the education their children are receiving? Recent graduates have not learned as much as their parents did twenty years ago, or their grandparents forty to fifty years ago. We are skeptical that the same people who created the system under which we now suffer, are the very people who say they can fix it. Over and over we have heard them lay the blame on the parents. The blame lies with those who invented and run the system. "If we just spent more money," we are told, "then we could educate all of our children."

This sounds vaguely familiar. We were told that if we would just spend more money on poverty, it would go away. Government told us to trust them to redistribute the wealth by taxing the rich and giving it to the poor. We paid farmers not to plant, and poor people not to work. We paid women to have babies out of wedlock, and paid them more for every additional child. We destroyed the American family unit and encouraged the welfare-state mentality. Spending more money has done nothing to erase poverty. Hard work is still the best solution for poverty.

I am not as concerned with how much education is costing, as I am about *what* is being taught.

I am not as concerned with how much education is costing, as I am about *what* is being taught. Not too many years ago the Bible was taught in our public schools. That had been the case for one hundred and fifty years of U. S. history under the Constitution and the First Amendment. Somehow it never occurred to the men that wrote this great document that it was wrong, or a violation of someone's rights to teach the Bible in the public school. John Adams said: "The highest glory of the American Revolution was this, It connected in one indissoluble bond the principles of civil

government with the principles of Christianity." We experimented for more than three centuries in America with reading the Bible to America's youth, and we documented the results. Now we have experimented with forbidding the Bible in the public classroom for a generation of children. What have been the results? We have unprecedented numbers of children who cheat on their exams, show no remorse for murder, lying, stealing, and the rape of other classmates. To a casual observer our schools, with their high fences and locked doors, more resemble a penal institution than they do an educational institution.

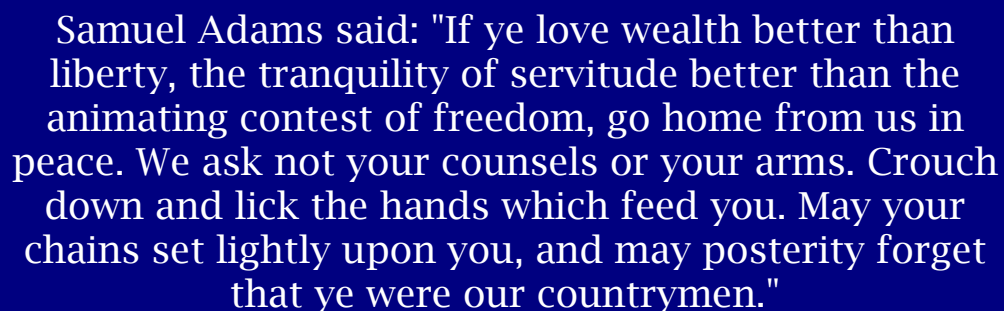
Back in the late fifties and early sixties we began educating America's youth about drug abuse. We were told that education could cure what was a minor problem in American society. Within a few short years of drug education, it became a major problem. Now we are told that we need to spend more money to educate our children about drugs. Yet we find that we have drugs being sold on the school campuses with impunity all the way down into elementary school. A few years ago drug deals took place in the parking lots and in the restrooms of our schools. We spent more money and put "narcs" (young-looking police officers who were assigned to schools to stop the drug trafficking) in the restrooms and now the drugs are being sold in the classrooms. Many of our children are so drugged they cannot learn. All the money in the world cannot get them to learn.

We have become the only civilized nation in the world which officially diagnoses children with "Attention Deficit Disorder" (A. D. D.). Why is it that only American children cannot pay attention in class? Is it really the fault of our children, or is something the matter with our classes? Why don't Japanese, Chinese, German, or English kids have A. D. D.? Is it something in the water, or something in the philosophy of education that has been foisted on us? Is A. D. D. a physiological or a philosophical problem?

For a generation we have told our children that they descended from monkeys and other lower life forms. We have insisted that they are nothing more than animals, and prohibited anyone from a dissenting opinion. The right to free speech was recognized for all

but the one who wanted to teach that man was created in the image and likeness of God. The state religion of humanism/evolution had to be maintained at all costs. We taught our children that they came from monkeys and when they die that is the end of everything. There is no life after death. They are taught that they are nothing but the latest development on the evolutionary scale. They have been told that they are nothing but animals. Then we wonder why they act like animals.

The educational experts bent the system again to begin sex education. We started sex education when there was hardly any problem with teenage pregnancy. Today, even with abortion that skews the statistics, there are more teenage pregnancies than in the history of our country. It seems to be the only class where even the students with A. D. D. are paying close attention.



Samuel Adams said: "If ye love wealth better than liberty, the tranquility of servitude better than the animating contest of freedom, go home from us in peace. We ask not your counsels or your arms. Crouch down and lick the hands which feed you. May your chains set lightly upon you, and may posterity forget that ye were our countrymen."

Our schools have become a great "social experiment" to turn the United States of America into a socialist state. We give school children a free breakfast, a free lunch, psychological counseling, abortion counseling, and abortions without either the knowledge or consent of the parents. One can only wonder what problems we will face in another twenty years with our students being taught that they should embrace homosexuality as a normal lifestyle. I fear that with such programs as "Project 10" in Los Angeles we may not have to wait that long to find out.

In schools in New Jersey the "Declaration of Independence" cannot be read. Why, you may ask? Because it begins with the words "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable

Rights, that among these are Life, Liberty and the pursuit of Happiness." It has been deemed that this violates the student's first-amendment rights since it is a "religious document."

To top it off, we are told that this mess, created by the humanists and liberals with their philosophy is our fault. We need to let them have our children at a younger and younger age. Let the government take our children while they are still babies in government-run daycare centers. Let the government license parents. They have assured us that you cannot drive a car, fly a plane, build a building, teach in a school, run a business, own a radio or television station, practice medicine, dentistry or almost anything else without a license. They reason that being a parent is the most important thing in the world, and yet we do not yet require any education or license for it.

Computers are not the solution when the problem is illiteracy.

We have a generation that has grown to adulthood under this liberal philosophy. Their children are now the students, and they have become the teachers. We have surely arrived at their utopia, haven't we? No we must spend more money to arrive at the perfection that they want, and that "our children deserve." We are told that every classroom must have computers and be connected to the Internet. Yet more and more parents are concerned that their children cannot read, and that computers are not the solution when the problem is illiteracy.

The professional educators and many politicians tell us that the solution is to give them more money. Reason however makes us believe that giving them more money will not change the basic flaws of the philosophy. Teachers are like government employees or bureaucrats who are never accountable to the public for their job performance. The parents cannot fire them, replace them, force them to do what is right, or change them in any way. If the liberal humanist fails and one or more of his disciples goes off the deep-end, as in the case of the Unabomber or as we witnessed at

Columbine High School and other places, then we are told that the fault lies with guns, parents, lack of security, and lack of money. Their failure is our fault. Can you think of any other business or service that could get by with this excuse? Would we accept this excuse from an automobile manufacturer? If the wheels sometimes fell off of a car at high speeds, could the manufacturer tell us that it is our fault for not contributing enough to the auto industry?

How did these God-hating men ever take over the educational system?

How did we allow this to happen? How did these God-hating men take over the educational system? It was not really that difficult. Patience was the key. They were willing to take over the system one teacher at a time by taking over the universities that train the teachers. They were like a bad case of malaria, which was willing to lie dormant for years until it had the capacity to spring into full force and victimize the host organism. Ultimately, in their feeding frenzy, the host organism may die. Even though the United States has given them freedom of conscience to develop their philosophy, these one-world socialists have no loyalty to their country. They would rather destroy the sovereignty of the United States under a Sovereign God. They detest the word of the pledge of allegiance that says, "one nation under God."

An old country farmer once set out to domesticate a herd of wild boar. All of his neighbors told him that these proud and independent animals could never be domesticated. Still he insisted that he could, and would do it. So day after day he went out on their trail and there he sprinkled some corn. At first the wild boars did not even stop to sniff at the corn that he had sprinkled. They trampled it under their feet and grunted and snorted at the one who had placed it there in their path. After many days of doing this the neighbors of the old farmer started to scoff at him for his attempts to domesticate these boars. Still he confidently continued. Then one day as the old boars passed by the pile of corn left for them the old farmer noticed that they had tired of trampling the corn into the ground. They just went swiftly on their way. At the end of the pack

the babies and youth now began sniffing at the pile of corn. Not too long after this the young boars began to eat. At first they ate timidly, then boldly. As time passed the older boars saw that nothing happened to the young ones when they ate the corn, and they began to eat as well. Some time later the old farmer decided to go out with his bag of corn, but not spread any of it on the way. The boars came now at their normal time but did not find any corn. In stead of continuing on their way they stayed right there and protested that the old farmer had not given them their daily entitlement. So the farmer gave them their corn and drove a stake in the ground. Every day after that the farmer drove another stake. The boars would eat, and then go on their way. One day the circle of stakes was nearly closed and the boars all went into the corral to eat, and the farmer drove the last stake. As the neighbors showed up to see the boars which had been captured, they were surprised that they were not snorting and fighting to get out of their prison. "How did you do this," they questioned? "It was very easy," said the old farmer, "I did it one grain of corn at a time." "Now they protest if they do not get their corn. They no longer root and forage for their food. If I do not provide it, they will die. They are mine, and they know it."

Our educational system was taken over one kernel at a time. Consider all the kernels that were laid, and what attitudes of independence, self-reliance and trust in God had to be destroyed.

1. The Bible had to be replaced as the answer to man's problems. Secular humanistic Freudian psychology had to replace the Bible.
2. Trust in God, demonstrated by prayer, had to be replaced by trust in the government and socialistic institutions.
3. Freedom of religion had to be replaced with humanism and teaching the facts of creation had to be replaced with the theory of evolution.
4. The desire to excel academically, socially, or athletically by some students must be stopped. To do this, grades would be

changed from "A", "B", etc. to Pass or Fail. Later this would further changed to "Works at grade level" "Needs improvement" or "Improving." This is being further watered down to be non-judgmental and wrong answers are often marked with "There is an alternative answer." Grades are negative and for most kids produce low self-esteem.

5. Sports must be reduced in importance. Sports generate competition and demonstrate that one team is superior to another team. Games must be devised where everyone leaves feeling like a winner.
6. Academic subjects needed to be reduced in importance. While emphasizing drug and sex education, they de-emphasized math, and language skills, such as reading, writing, and spelling.
7. Make the students more tolerant of sin such as premarital or extramarital sex, and homosexuality and de-emphasize moral "rights" and "wrongs." Teach relativism instead of the Ten Commandments. Bring about a generation that considers that there is only one real sin: intolerance.

Many schools have gone to great lengths to make sure that all the students have a good self-image. Problem solving and projects are done by the entire class or groups within the class rather than by individuals so that no one is judged in his or her individual performance, but rather their inter-personal relationships. Children are not being taught to reason problems through, to invent new things and ideas, to know the difference between right or wrong, or to have good old common sense. Abraham Lincoln said: "Without God and the Bible man cannot know right from wrong."

How do we solve such a tremendous problem? We do not elect teachers like political office holders, so how can we take the system back? As we consider the solution, let's remember that while the humanist did his work in the darkness, he did not do it overnight. He was willing to take time to accomplish his desires.

There are three avenues that are generally considered as possible ways to solve the problem.

There are three avenues that are generally considered as possible ways to solve the problem. Though history may be a solace to those of us who lost the battle for the educational system, to continually rant and rave about how Christians started public education to teach people the Bible has done absolutely nothing to get the forces of evil to repent. They do not care why, how, when or where public education began. They are now the status quo, and nothing we can say is going to change that. But, there are several ways that parents can take action and try to produce changes in the school system.

Take grassroots voter action.

First, in states where citizen initiatives are allowed to be placed on the ballot, such as California, a ballot measure can be placed on the ballot that demands certain changes. In California, the voters approved by wide margins several common-sense reforms. One of those stated that children must be taught English and taught in English. The ballot initiative forced the state of California to change its system of Bilingual education -- or did it? The reality is that many teachers do not obey the law. Many have been openly defiant of parents, legislators or voters telling them what to teach or how to teach. School administrators and school boards too often agree with the teachers.

The Los Angeles Unified School District (LAUSD) held meetings where parents were allowed to speak about Project X. Project X (Roman numeral ten) is a pro-homosexual program that, among other dubious things, teaches LAUSD students that 10% of them are homosexual, and may not know it. When the meetings were opened up for public input, overwhelmingly parents spoke out against Project X, but the school board told them that they were going forward with Project X, regardless of the protests. Laws can be passed, but often teachers, administrators, and school boards do not obey them.

In some places school boards have been taken over by electing a clear majority of conservatives. In San Diego County such was the case. But even with directives as to what textbooks could be used, and what was to be taught, teachers have stated that they will not obey the directives of the school board. Conservatives were elected to the school board, but were still not able to effect the necessary changes in the light of the resistance of the teachers and their union.

Encourage good people to consider teaching as a profession.

This automatically leads us to the second conclusion. We need good, conservative teachers. But this project would take us years to bring about in the present educational system. We would have to get more conservatives into the universities where our public-school teachers are being trained. This is easier said than done. Anyone who knows the secular university system realizes just how difficult it would be to change the universities. It is sad to see how many of them were started by Christians that today openly scorn their Christian roots. Tenure is among the obstacles that have been built into the system to keep conservatives out.

If someone succeeds in making it through the system to become a teacher, they often find themselves surrounded by liberals who disdain their beliefs and administrators and school boards that interfere with their soul liberty. It is little wonder that most of these teachers would prefer to teach in a private Christian school, even if they earn less money. This then brings us to the third avenue.

Privatize Education.

President Ronald Reagan set forth a very simple maxim that could easily apply to education: "When people are given the freedom to choose, people choose freedom." We need to privatize education. This would be the way to make the capitalistic system apply to education. Let's build competition into education. The best educators will have the best salaries, and everyone will want to send

their children to the best schools. This works in everything else, and produces the best products. No one in the free world is forced to buy only one brand of automobile in order to have a car. You can choose, within your price range, from among many different models, or you can choose not to buy if you so desire.

The same has proven true in producing the best medical system the world has ever known. The freedom to choose your doctor, and negotiate the price with him has given the United States the best medical attention possible.

Let's build the principles of Capitalism into the schools. Since the religion of Humanism has taken over the present system, make them face the competition and see if anyone will choose their system when allowed to choose. It is painfully obvious to them that practically no one wants their system of religion. While nearly all churches and denominations have grown to some extent, humanist churches and denominations have dwindled and gone out of existence in greater and greater numbers. Why should the humanists be given a monopoly over the minds of our young people?

The humanist typically has several objections to competition in the education of children. Most of these objections fall into two categories: one, there should be no competition allowed in subject matter, and two, there should be no public funds spent to educate children in anything other than the official religion of the state, humanism.

Offering a choice as to what religion our children are taught is not a viable solution to the humanist, since they have already found out that people do not want their religion. The only way that they can succeed is to control the market and maintain their tyrannical control over the minds of our children.

Daniel Webster said: "Finally, let us not forget the religious character of our origin. Our fathers were brought hither by their high veneration for the Christian religion. They journeyed by its light, and labored in its

hope. They sought to incorporate its principles with the elements of their society, and to diffuse its influence through all their institutions, civil, political, or literary."

They object vehemently to tax money being spent on any other religion, but they care nothing about tax money being spent on humanism, Freudian psychologists, abortions, the theory of evolution, special rights for homosexuals, or other liberal or left wing religious affiliations. Naturally they want to protect their only funding source, since freewill tithes or offerings could never pay the enormous bills that they have, nor do people willingly give very much to fulfill the humanist's objectives. Christians must be coerced into paying the humanist, since humanists could never raise enough money on their own to obtain their objective. If forced to compete in the area of free enterprise, they will fail.

How do we pay for education if the poor cannot afford to send their children to anything but free public schools? This question is actually based on three wrong assumptions.

1. Poor people *do not pay* for their children's education.
2. Public schools do not cost any money, except the *government's money*.
3. Tax money *belongs* to the public schools.

Poor people live in houses and apartments where property taxes are paid, either built into the rent or mortgage, or as a separate payment directly to the government. Poor people buy food, clothing, and other goods that are taxed in numerous ways. Poor people pay taxes therefore, which goes to paying for education. To say that poor people cannot afford to pay for education is to ignore the fact that they are *already* paying for education.

To say that public schools are paid for with government money is to ignore what we believe is fundamental to the existence of our government: namely, that we the people are the government. The Declaration of Independence declared that government cannot exist

without the "consent" of the governed. The preamble of the Constitution of the United States of America begins with the words, "We the People." Abraham Lincoln affirmed that our government is "of the people, by the people and for the people." To talk about education money as being the "government's money" is to ignore the fact that we *are* the government. That is *our* money. It does not belong to the politician. The politicians, governmental executives, legislators, bureaucrats and judges do not have their own money. They take our money and spend it for us. When it comes to schools, we could do a better job of spending our own money than they do.

At no time did our country ever declare that the public schools have exclusive rights to the education of our children. By and large the citizens of this country still believe the Biblical principle that God has given the parents the responsibility to raise, discipline, and teach their own children. If a parent chooses to use the humanist education system, that is his right and the consequences are his responsibility. The same could be said for so-called private education, religious education, or home schooling.

This then becomes the thorny part of the solution to the crisis in the education of our children. How do we transfer money from public education funds to private (which may often be religious) schools? The truth is that most Baptists that I personally know would not allow nor want tax money given to their church school, nor any other religious school. The reasons for that are varied.

1. Baptists do not want any government to support any religion. This is one of our objections to Humanism being supported by the government. We do not want finances for ourselves, nor for anyone else. Baptists came to this country after having been persecuted by other religions and being forced to pay taxes to support other religions. Roger Williams, the pastor of the First Baptist Church in the United States of America and founder of the State of Rhode Island was jailed rather than pay taxes to the official state church (the Puritans). Baptists would be very reluctant to accept money given to the church (or church school) by the state as it would be viewed as a replacement for their disdain for the state support of

Humanism. This was the original intent of Baptists in having included the First Amendment to the U. S. Constitution: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof. . ." Many other Evangelicals would agree with Baptists on this matter.

2. Most of us Baptists do not want any control by government over what is taught in our schools. Most of us are convinced that accepting tax dollars would automatically mean control, since there is no such thing as tax dollars with no strings attached. We have even witnessed the government remove tax-exempt status from schools who did not follow the politically correct line the government insisted on at the moment. Many times we did not agree with the school in the practice of their belief, but neither did we agree with the government's use of tax-exemption to insist on conformity to the official state position. We will not allow this to happen to our day schools, and we will oppose it happening to other church's schools.

Seven basic principles that must guide us to reforming the educational system.

So how do we finance alternative education solutions while maintaining a Separation of Church and State? To understand how to do this we must first agree on several basic principles:

1. The education of the child is the responsibility of the parents, not the state nor the church.
2. The school tax money that is being taken from all citizens of the state is for the education of the children, not for the support of the state's system.
3. In the arena of education, *ALL* parents should have the right to choose what school their children attend, and what philosophy of education is used on their children.
4. If someone can teach the children better and cheaper, they should be rewarded and not punished.

5. The state owned schools should be sold to private enterprise. Competition will better the schools, and lower the costs, just as it has in every other area of life.
6. Let the parents have the money to spend on their children's education. If the parent decides to take his child to a Catholic school, Baptist school, or Humanist school, he will take his money and spend it as he sees fit.
7. Government must stay out of education. It is not the government's right to force us to believe, or to force our children to believe, the official politically-correct thing that is their issue today. Allow the parents to decide what they want to teach their children. If the Humanist is so right, why is he so afraid to let other people hear anyone else's opinion?

I would appreciate hearing from you about your opinion on this.

You can write me at: opinions@truth4u.org