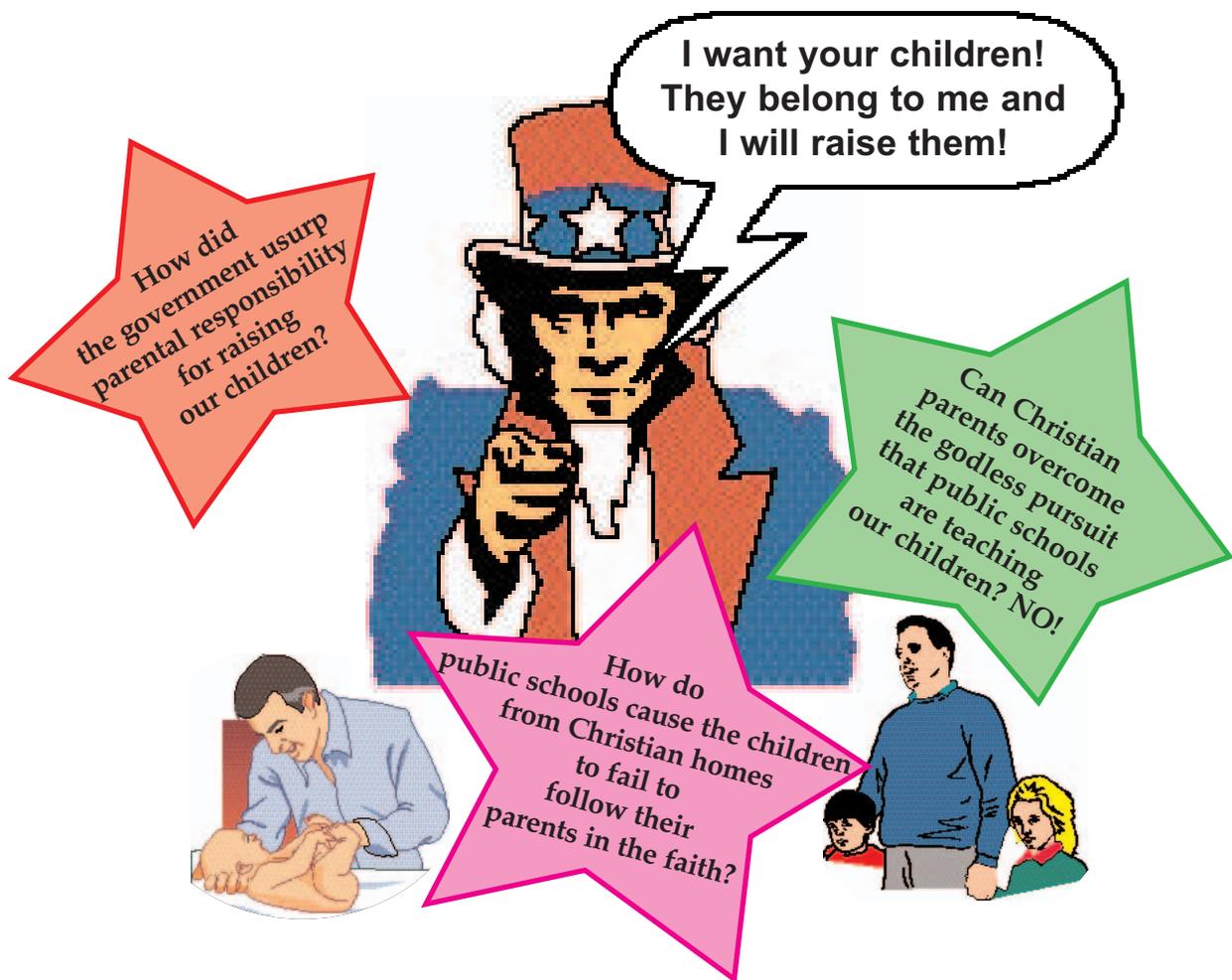


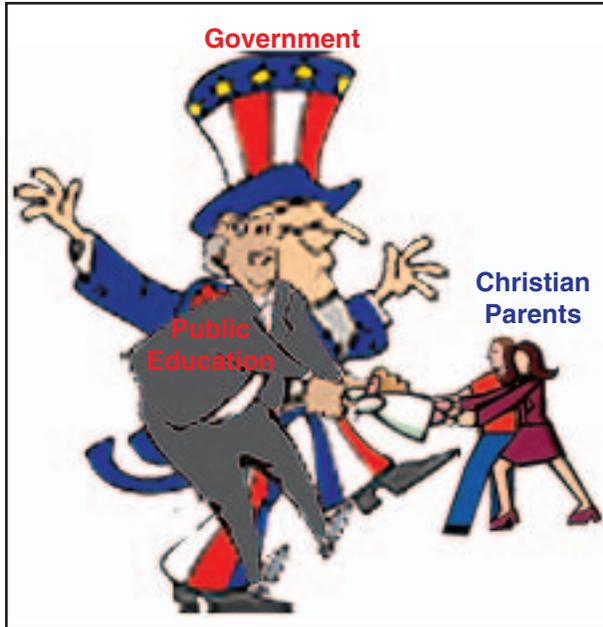
Hebraic Home Fellowships Must Produce Godly Generations

*Training Succeeding Generations To Follow Jesus
Is An Inter-Generational Responsibility*

Part 2

Whose Kids Are They?





Introduction to Part 2

One of the most significant battlefields of the KINGDOM of God vs. Satan's domain has been the education of this nation's children. Satan's domination over public education has been overwhelming.

Christian parents never anticipated the insidious strategy that Satan has been slyly implementing behind the scenes. For over two hundred years the adversary of humanity's soul has slowly been making changes in the goals and motivation of public educa-

tion. His ultimate purpose? A godless society in which his tool, the State, would be the provider of mankind's needs and the lord of their lives.

As you read "Whose Kids Are They?" you'll gain insight into the history of compulsory public education and how the influence of parents, especially fathers, has been diminished in children's lives. Be assured that the information we uncovered exacted an emotional toll from us.

As we researched, the goals and plots of people who portrayed the government as "benevolent" were beyond our comprehension. This was *systematic evil* that lay unfronted by most Christians, since they were oblivious to its impact. You could parallel the insidious goal of compulsory public education with the Nazi takeover of Germany.

"Whose Kids Are They?" is pivotal for you. We hope you'll be convinced that as a follower of Jesus you need to do something to rescue succeeding generations of children being raised in Christian homes from the snares of compulsory public education. If you're unsure after reading this, please do your own research. You may need to grieve as we did when the truth becomes real to you.

Whose Kids Are They?

Biblical Parental Responsibility Has Been Usurped by the State

“So what’s wrong with public schools?” you ask. That’s what we’re going to expose in depth in “Whose Kids Are They?”.

If you’re the product of compulsory public education, you probably believe that a good service was done on your behalf. From the standpoint of helping people achieve a measure of worldly success, that may be true. But from a biblical standpoint, compulsory public education has been a chief tool in creating a godless society.

This hasn’t happened overnight, or even in the past generation. The *goals and motives* of public education have not changed dramatically from the late 1700’s to today, even if the moral values and textbooks have.

Over the last two hundred years the goals of public education and the motives of those who pushed for it in this country have undermined the responsibility of God-fearing parents to raise their children to *love and to serve Him*. The true goals of compulsory public education have been hidden from the population under the guise of benevolence — “we’re teaching your kids to be good citizens.”

Government-sponsored education has proved to be the most effective means to enable the “dark king” to continue to rule. Through *government-sponsored education* the kingdom of Satan continues its domination over the *minds* of the people — therefore their world view and perception of themselves.

This point is critical if you’re to understand why this nation has not become “one nation under God”: No one can serve both God and Satan! And this is the key choice for any who want to raise up successors in the faith of our Lord Jesus Christ.

Satanic goals and motives over the last 200 years have undergirded the creation of a powerful, godless society in which the State is god — the supreme provider of all things — and its citizens are imprisoned in the bondage of perceived “rights”.

Compulsory Public Education: *Extending Satan’s Domain*

Before exploring how compulsory public education became the tool of government, you need to understand the mindset of those who underhandedly made it the law of this land. Benjamin Rush, a signer of the Declaration of Independence, was an early proponent of state-controlled education. He captured the prevailing attitude of the educators of his time:

Let our pupil be taught that he does not belong to himself, but that he is **public property**. Let him be taught to love his family, but let him be taught at the same time that **he must forsake and even forget them when the welfare of his country requires it.** . . .

He must be taught to amass wealth, but it must be only to increase his power of contribution **to the wants and needs of the state** (excerpted from Sheldon Richman's book, *Separating School & State: How To Liberate American Families*, emphasis added).

When it was first conceived, compulsory public education was resisted in many parts of the colonies. Studies have shown that the literacy rate was *higher* in many colonies preceding the American Revolution than it is today.

What are the *goals* of public education? We don’t mean the public relations statements that so many Christian families have been deceived into believing, but the real

goals articulated by the elite who made education both *public* and *compulsory*.

Sheldon Richmond's exposé on the history of compulsory public education reveals two major thrusts:

- The aim of compulsory public education was the creation of a **homogeneous, national, Protestant culture**. Actually, the main focus was to destroy Catholicism. Over the years, even the Protestant ethic became undermined by secular government indoctrination. Remember, the State must survive at all cost, and **uniformity of thinking** is vital for survival. It's ironic that the Humanist Manifesto signed in 1933 [and reaffirmed in 1973] propagated religious Humanism and destroyed Protestantism in the public schools.
- The State requires "Good Citizens" to perpetuate its control. A good citizen is someone who unquestioningly trusts and defers to government in all areas. These two goals are inseparable, because State dominance can't be brought about without **controlling the thinking** of the individuals who comprise it. Beginning with the New Deal of the 1930's, Social Programs have cooperated with compulsory public education to accelerate government dominance. (From *Separating School & State: How To Liberate American Families*, emphasis added.)

Throughout history, rulers of Satan's domains have aspired to use the educational system to shape their nations. One of the earliest, if not the first, full-blown state educational systems was hewn in Sparta, an area now known as Greece. The Spartan state was organized as one vast military camp. The children were seized by the state and educated in barracks to be indoctrinated into the ideal of state obedience. Sparta early realized the logical and inevitable end result of a compulsory education system — military power!

The Spartan model was studied by the Greek philosopher Plato, who was to have

massive influence on both church and government systems. Passive obedience to the State was Plato's ideal. His work entitled "Utopia" was the first model for State-supported compulsory education that promoted blind obedience to the State.

Mandatory public education represents the perfect opportunity to propagandize future citizens early in their lives. Beginning in their earliest years, children can be taught to have proper reverence for the ruling elite, and to become willing taxpayers and soldiers for the "king's" army no matter which political party they choose. They can also be influenced to value their *self-esteem* focus as their right to separate themselves from the protective authority of their parents.

The "compulsory" part of public education is the vital link to make all of this happen. If children were free to attend private schools or to avoid public, tax-sponsored schools, the State's effort would be in vain.

A certain level of toleration for private schools and home education exists in this country. However, general opinion of either of these models varies from "elitist" to off-the-wall. Parents who submit their children to private or home schooling are either wealthy, religious fanatics, or bigoted isolationists, according to conventional wisdom.

The State's sinister goals are always disguised in benevolence. Universal public education has actually been an insidious effort to legally kidnap children to subvert loyalty to their parents. Remember, the State is Satan's domain. He is always out to *destroy the children just as he did the infant boys in ancient Egypt and Bethlehem.*

The patriarch Abraham was chosen by God because He knew that Abraham wouldn't "outsource" his children: "*For I have chosen him, so that **he will direct his children and his household after him to keep the way of the Lord by doing what is right and just, so that the Lord will bring about for Abraham what He has promised him***" (Genesis 18:19).

Abraham took *personal responsibility* for the outcome of the faith and vocation of his family. The Scriptures hammer home the responsibility of *fathers and mothers* to train up their children. Weigh our Lord's commands to parents as you understand the goals of the State to separate your children from you: "*Fathers, do not exasperate your children; instead, [you] bring them up in the training and instruction of the Lord*" (Ephesians 6:4).

From Sparta to the United States

Scholar Murray N. Rothbard has written extensively about liberty, economics and education. Many of the facts we present here come from his book, *Education: Free and Compulsory*.

We can thank the Protestant Reformation for introducing compulsory public education into the modern era. Theirs was a well-intentioned, simple goal. The Reformers advocated compulsory education for all as a means of inculcating the entire population with their particular religious views.

Martin Luther proposed compulsory public education in his 1524 letter to the German authorities, the very year the first modern public schools were founded in that nation. Luther repeatedly called for other communities to establish public schools and to make attendance in them compulsory.

A century later, John Calvin set up mandatory schools in Geneva. He used these schools to eradicate dissent to his brand of theology.

The purpose of compulsory public education was to indoctrinate citizens into the official religious outlook.

The Calvinist theological backdrop introduced compulsory schooling to this continent. The English Puritans who settled New England were strong Calvinists, and it was their influence that brought about public schools and compulsory education. From there, a sinister collusion among the educat-

ed movers and shakers made it mandatory in the whole United States.

As you study the Humanist Manifesto of 1933 and its 1973 revision (included in **Appendix A** at the end of Part 2), remember the motive of "religious indoctrination".

Humanism as embraced by the public education system in the US is a religion that negates the one true God. Ignoring His very existence in a system that holds your child's mind captive for six hours a day over the course of 13 to 17 or more years sends an undeniable message that He really doesn't matter in daily life.

In 1717 King Frederick William I of Prussia introduced Europe's first national system of compulsory public education. Through public education his son, Frederick the Great, brought about the greatest military society since the Romans. His clear motto: "*The prince is to the nation he governs what the head is to the man; it is his duty to see, think and act for the whole community.*" The most despotic State in Europe — Prussia — was the first to have a national system of compulsory education.

Step for step beside the compulsory school system came the creation of powerful standing armies. With the armies came universal compulsory military service. **Remember the curse of 1 Samuel 8?**

A battle cry of compulsory public education is this:

- "Loyalty to the State,
- service for the State,
- education by the State.
- The State is the supreme end."

How Public Education Overcame Free Thinking

American advocates of compulsory state schooling observed the Prussian system and adopted it as their model for public education in the United States. Former teacher John Taylor Gatto has researched the histo-

ry of Prussian influence on public education in this country.

1. **The purpose of public education was not intellectual training, but indoctrinating the children to obedience and subordination to the State, and dependence on their peer group.**
2. **Memorization was esteemed over individual thought and reason. These educators feared free thinking. They couldn't permit a young person to pursue courses of study that permitted his/her individual investigation. Entire ideas were therefore fragmented into school subjects. School days were divided into fixed time periods so that self-motivation to learn would be quelled by frequent time interruptions.**
3. **The State was exalted as the true parent of children. The school represented that which was considered good for the nation. Therefore, anything that would represent conflicting ideas needed to be squelched — even if those ideas were planted by concerned and involved fathers and mothers.** (emphasis added)

All of this was done under the guise of “government benevolence”.

Government Benevolence: A Trojan Horse

During the early to mid-1800's a closely aligned group of educators tirelessly pushed compulsory public schools to the forefront. This same group, under a variety of names, continues to dominate primary and secondary education to this day. To achieve their aims they cooperated to influence and dominate state and local boards of education.

Today this powerful affiliation is known as the NEA, the National Education Association. Through various means of lobbying and pressure they have managed to impose their standards on state certification requirements for teachers. No one can teach in a

public school who doesn't undergo a course of teacher-training instruction that propagandizes their philosophy of education. And as we mentioned earlier, *humanism* is the foundation for teacher training in secular colleges and universities.

Teachers and administrators who advance the agenda and goals of the NEA are retained and accelerated. These individuals are rewarded with tenure to entrench the influence of godless domination and the government-backed intimidation of parents.

Throughout the years the main premise of educators to make compulsory public education the law of the land was this:

Parents could not be trusted to raise children of high character. The government knows better than parents in matters of morality for the good of the nation.

Of course, morality and ethics are well within the grasp of a biblically-based family to instill in their children. In every respect the public school has worked to remove parental influence over their children. Cries from teachers for parental participation notwithstanding, the involvement that is being sought is inculcation of *government-ordered subjects* and *relativistic values*.

Sociologists at the end of the 1800's argued that with the supposed decline of religion's influence on community and family, the state needed to exercise control over its citizens, especially the young. One sociologist, Edward Ross, summarized the thinking of the time.

“As the state shakes itself loose from the church, it reaches out for the school. . .

Copy, the child will, and the advantage of giving him his teacher instead of his father to imitate, is that the former is a [government] picked person, while the latter is not” (from Sheldon Richman, “*Separating School & State: How To Liberate American Families*”, emphasis added).

Throughout the 1900's public educators gained such influence that they could intimidate anyone who objected. Their boldness and confidence was demonstrated as they signed the *Humanist Manifesto* in 1933. This widely accepted document asserted that man rather than God is the center of all things. [As noted earlier, see Appendix A at the end of Part 2 for discussion of the influence of the Humanist Manifesto on ethics and morality.]

John Dewey, chief designer of the Manifesto, stressed that *no* fixed principles exist. Personal ethics are dictated by the situation rather than by any absolute principles given by God. *Man* decides the rules he'll live by, not God. Over time, Dewey's position led to *dependence on the peer group* rather than the parent. After all, according to Dewey's premise, the "absolute values" of the parents were irrelevant and even harmful to their children!

None of this, of course, represented the society that was distinctive to America's revolutionary heritage. The original American idea of society entailed a group of people who as individuals freely chose and pursued their own ends *within a rule of Bible and common law*. Biblical absolutes were essential if people were to serve God within a moral and ethical framework. The Founding Fathers of this nation presupposed that such would always be the underlying basis of American society.

Modern educators operate far from the assumption of our nation's founders. William H. Seawell, professor of education at the University of Virginia, announced in 1981, "*Each child belongs to the state.*" Amazingly, reports Sheldon Richman, there was no public outcry. The past two hundred years had already seduced people into acknowledging the State as "god". With the power of government behind compulsory public education, who would dare speak up?

Public educators today share one overriding principle, whether consciously or not. Their participation in the system evidences their assent:

The school should be the mechanism through which the state, run by the intellectual elite, would shape the youth of the nation. In a word, the schools' business is indoctrination. (Sheldon Richman, *Separating School & State: How To Liberate American Families*, emphasis added)

A Wakeup Call For Christian Families

From Sparta to Prussia to the United States, proponents of compulsory public education believed they knew better than parents how to raise children.

In light of the godlessness of that pursuit, the central concern for the followers of Jesus should be to biblically define the role of individuals, families, and faith communities in their relation to the State.

This calls for a more stringent look at how the earliest followers of Jesus raised their children to succeed them. Once you're certain of your biblical stand, you can confront today's dramatic imbalance between family responsibilities and State seizure of those responsibilities. At this time State control seems to overwhelmingly prevail. But armed with the conviction of biblical foundations you can confront the State, and encourage those who've been previously intimidated out of educating their own children and the children of their faith community!

As they live out their biblical responsibilities, God's people can work out *for themselves* what is in the best interests of their children. Through His Spirit they can *together* seek ways to make their interests consistent with the common good.

Besides the historic and biblical basis to educate your own children, it becomes especially pertinent in this time of rising violence and declining values in our public educational institutions.

One of the falsehoods in particular cited by proponents of compulsory public educa-

tion has proved to be false: that education would eliminate crime. This premise has certainly been refuted by the growing juvenile delinquency rate in compulsory-educated America, as well as in the *types* of crime that have been so violently committed by youth. (From Herbert Spencer, *Social Statics*, as quoted in Rothbard's *Education: Free and Compulsory*.)

Who Will Establish the Foundations for Your Children?

The key issue for you in this entire discussion is simply this:

Shall the parent or the State oversee the training up of the child?

Every child who enters the world faces a particular environment of his world around him and the people he encounters. Within this environment he experiences life through his developing abilities and the input of his family and others.

As he grows, your child works with and responds to his environment by forming goals and moral values. How his life turns out will be based on many factors:

- his own personality and abilities,
- the moral principles you instilled in him,
- his own particular preferences and tastes.

In other words, all of the knowledge and experience that has become part of your child helps to define him as an individual. Since each child has been created as a unique individual, the best type of education is that which is suited to his *own particular individuality*.

You're probably familiar with this verse, "Train a child in the way **he should go**, and when he is old he will not turn from it" (Proverbs 22:6). From ancient times this passage meant that parents should get to know the particular bent of their child. Then they can guide each one into a life goal and vocation that would glorify our Father.

Each of your children has different intelligence, aptitudes and interests that you as his parent can readily recognize. The best choice of when, what, and how to present what he needs to learn varies from one child to another.

Therefore, individual instruction by those who know your child best — you and your extended spiritual family — will be the most effective and the most likely to instill godly values.

Parental instruction that's supported by others who have a *personal concern* for your child(ren)'s welfare and growth is a biblical pattern. *Individualized instruction* as you deal directly with your child can adapt to his particular abilities and interests.

Who knows the bent of your child and his personality and the call of God on his life better than his own parents and others who are close spiritual family? Your familiarity with and love for your children render you uniquely qualified to give your child the formal instruction he needs. Your child can receive individual attention and training that suits the way God created him.

No one is as qualified as YOU to know what, how much or at what pace you should teach your child. And our Father has called on YOU to create the boundaries each child needs, and to determine what kind of freedom he should have to make decisions within your boundary framework.

Today's Fruit of Compulsory Public Education

Under the seeming benevolence of the State, the rights of children of Christian parents have been violated. The child has been entrusted into the unloving, humanist hands of the State, with little regard for his individual personality and your biblical values. The true intent is to instill *godless foundations* and make your child a *passive, obedient citizen* of the State and of Satan's kingdom.

While a number of dedicated Christian teachers *do* work in public school classrooms, their spiritual hands are tied by the stringent “godless” policies they’re forced to follow. Even their desire to show the loving kindness of Jesus is hamstrung by policies that forbid physical contact or sharing of the Gospel that could bring forgiveness, comfort and healing to needy lives.

One of the saddest points of American history is the government’s dealing with Native Americans. Stopping short of total annihilation, the government under the guise of “benevolence” used the Bureau of Indian Affairs (BIA) to indoctrinate the Native American and strip him of his unique heritage.

On many reservations government buses were sent to kidnap children from their parents so that they could be assimilated and mainstreamed into “American” society. Sadly, the BIA was accomplishing by blatant action what compulsory public education in this nation had been subtly doing under the guise of “benevolence” for generations.

Remember, for the State to continue its control, it must impose *uniformity* in its teaching approach. *Unquestioning loyalty* must replace spontaneity, diversity, and independent thinking if passive, sheep-like followers of liberal godless propaganda are to be raised.

This goal has been accomplished to a great degree in public schools by emphasizing a strong *peer group consciousness* versus the godly influence of parents and the Spirit-given desire and will to stand decidedly for Jesus. Second, emphasis on sports and competition (even academic) elevates a few for acclaim while the rest are left in the pack of anonymity.

The indoctrination of *self-pursuit*, *self-esteem* and *sexual experimentation* are foisted upon the young by public school authorities. Each of these arenas nullifies any ideas about absolute values, even those which are strongly held by parents. An obvious example: Schools have instituted compulsory sex education, passing out condoms to inculcate self-gratification and “freedom” to pursue

inclinations of the child’s sin nature. Even homosexuality has *intentionally* been presented at the earliest grade levels as an acceptable lifestyle. Any objections are dealt with as “intolerance” and “religious bigotry”.

Compulsory public education must destroy independent thinking and questioning. Therefore children are taught through *memorization*. Because teachers are forced to “teach to the test” and stress facts that will be required on standardized examinations, children have little opportunity to ask questions or develop systematic reasoning powers. Any extra class time is filled with discussion of self-esteem and peer consciousness and concerns of the “global village.”

As Rothbard has noted in *Education: Free and Compulsory*, in many cases grades have been abolished, particularly in the elementary years. However, grades help determine to what extent children have been able to learn. The result of teaching children of wide abilities as though they were equal has geared instruction to the *lowest common denominator*. There is little incentive to try to learn more than a classmate, even if the interest and desire are there.

Individuality is suppressed when children are taught that they must hold themselves back to accommodate the slowest child in the class. No longer is the question of right or wrong considered in any issue; the will of the *majority rules*. It doesn’t matter if your child has been taught moral absolutes and values at home. In the classroom, the opinion of the majority counts even if that opinion represents the *lowest common moral denominator* of the group.

Educators have relentlessly pushed to educate the child in all phases of life. This goal has passed onto the State all the functions that biblically belong in your home. Even if your children can’t be seized from you, they can be molded to government objectives: dependence on the peer group and obedience to the State. In order for the State to remain beyond question, ethical, moral and biblical considerations must be abolished from the classroom.

Summary of Part 2

Compulsory public education has succeeded in removing God as the foremost consideration in the lives of most children.

Youth work in congregations has shown itself to be ineffective in countering the effects of government-sponsored education. Studies reveal that church youth groups are 3% effective nationally in training up children to have a personal relationship with God. Christian college ministries are only 5% effective in producing young people who actively follow Jesus even five years after graduation. Nationally, 77% of the children raised in Christian homes choose not to follow their parents in the faith.

The record of the development of compulsory public education is a history of State usurpation of parental responsibility for their children. It didn't have to be this way.

The Bible teaches God's people to respect their governments within the constraints of obeying God's Word. *"Everyone must submit himself to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God"* (Romans 13:1). God doesn't intend for His children to be rebellious against authority, but *obedient to Him*.

The domain of Satan can't tolerate the KINGDOM of God in its midst. Paul warned that we must *separate ourselves* from the unholiness among us:

What harmony is there between Christ and Belial? What does a believer have in common with an unbeliever? What agreement is there between the temple of God and idols? For we are the temple of the living God. As God has said: 'I will live with them and walk among them, and I will be their God, and they will be My people. Therefore come out from them and be separate', says the Lord. 'Touch no unclean thing and I will receive you' (2 Corinthians 6:15-17, apperceiving Leviticus 26:12, Isaiah 52:11, Ezekiel 20:41,34).

Consider yourself warned: Don't put your trust, or your children, in any human system that denies or ignores God as the Lord of the universe, the One to whom all allegiance is due.

Our God encourages questioning and pursuit of truth. ***Questions are your steps that lead you to truth.*** Through questioning we develop the rules of life we will value as we go on. None of us put our trust in Jesus without questioning His reality and then responding to the grace extended to us by His Spirit. He promised, ***"I am the way and the truth and the life. No one comes to the Father except through Me"*** (John 8:32). It's in our response to His Spirit that we can then have the heart and mind of Christ: ***"Then you will know the truth, and the truth will set you free"*** (John 14:6).

In order to exercise control over the minds of generations, Satan infiltrated the educational process. Teaching techniques that hinder questioning and independent thought among children envelop their minds with a godless perspective.

The ultimate fruit of this sinister mind control is seen in the government-sponsored "Goals 2000" program in public schools, as well as the "No Child Left Behind" policy. They *sound* noble, don't they? Yet children are taught not to reason, but to remember specific facts for testing.

Often, history is altered to reflect *political correctness* and *liberal agendas*. English language studies are reduced to forums to express feelings through journaling. Multiple-choice questions rather than thought-provoking essays comprise most testing. Ease of correction is the stated reason for these formats. But beware. Control of minds and obedience to Satan's domain is the real goal.

Before answering the questions below, first read Appendix A: ***Protect Your Children From Government-Sponsored Religion***, and Appendix B: ***Cultural Characteristics Affecting the Restoration of Home Fellowships***, on the following pages.

- Were you a product of public education? If yes, how has it helped or hindered your ability to live for King Jesus?

- If you are an older adult, how has public education changed since you were in school?

- Were you aware of the goals of public education which we've highlighted in "Whose Children Are They"? How do they impact your heart regarding today's children?

- Why do you think the government sees children's loyalty to their parents as a threat, even if it's not spoken of that way?

- From Appendix B, in what family stage is this nation: Trustee, Domestic, or Atomistic? For a follower of Jesus, what family style is foundational to strong faith communities?

- Are you willing to do whatever God commands you in order to see His faith communities restored? Are you willing to do whatever is needed to help raise Godly generations? What changes might He be calling you to make?



Produced by Restoration Ministries International

Appendix A

Protect Your Children From Government-Sponsored Religion

“Education is thus a most powerful ally of Humanism, and every American public school is a school of Humanism.”

Did you know that humanism is the *religion* of public education? In the lawsuit of *Torcaso v. Watkins*, 367 US 488 (1961), the US Supreme Court ruled that the “*religion* of Secular Humanism” should be granted the same First Amendment protection as other religions.

How does this impact your children/grandchildren/faith family’s children? The majority of public school educators graduate from secular universities steeped in humanism, feminism, and paganism. This indoctrination has become the foundation of their classroom instruction. Too many Christian parents have unwittingly entrusted their children to years of anti-God indoctrination. They’ve deceived themselves into believing that Sunday school and youth groups would counter this influence. It hasn’t! Fewer than 23% of children raised in Christian homes follow their parents in the Christian faith.

Read the tenets of the Humanist Manifesto, the guiding philosophy of government-sponsored education. Judge for yourself whether your children, or for that matter, any children of Christian homes, should be entrusted to such a system. Prayerfully bring this matter before our Lord so you’ll clearly know His will for your household.

Just like the Jews in the concentration camps during WWII who thought they were going into showers, many of us thought we were sending our kids to ‘the showers’ when we sent them off to government-sponsored schools. In fact we were actually sending them to the gas chambers.

Just as lethal, Humanism is destroying the souls of our children and devastating our ability to raise up a Godly generation to succeed us.

HUMANIST MANIFESTO

John Dewey, recognized as the “father of progressive education”, was the chief designer of the 1933 Humanist Manifesto. In 1932 he was elected honorary president of the National Education Association. Another honorary president of the NEA and signer of the Manifesto, Charles F. Potter, wrote in his book *Humanism: A New Religion*, “Education is thus a most powerful ally of Humanism, and every American public school is a school of Humanism.”

In 1973, the American Humanist Association updated their declaration, producing the Humanist Manifesto II (HM II). Not much has changed in their intent:

“As in 1933, humanists still believe that traditional theism, especially faith in the prayer-hearing God, assumed to live and care for persons, to hear and understand their prayers, and to be able to do something about them, is an unproved and outmoded faith. Salvationism, based on mere affirmation, still appears as harmful, diverting people with false hopes of heaven hereafter. Reasonable minds look to other means for survival.”

The following will familiarize you with some of the basic tenets of the Humanist Manifesto and their updated corollaries (HM II):

- **Religious humanists regard the universe as self-existing and not created.** HM II adds, **Rather, science affirms that the human species is an emergence from natural evolutionary forces.**
- **There is no credible evidence that life survives the death of the body.** We continue to exist in our progeny and in the way that our lives have influenced others in our culture. (HM II)
- **Humanism asserts that the nature of the universe depicted by modern science makes unacceptable any supernatural or cosmic guarantees of human values.**

• We find insufficient evidence for belief in the existence of a supernatural; it is either meaningless or irrelevant to the question of survival and fulfillment of the human race. As nontheists, we begin with humans not God, nature not deity.

• Promises of immortal salvation or fear of eternal damnation are both illusory and harmful. They distract humans from present concerns, from self-actualization, and from rectifying social injustices. As HM II continues, We can discover no divine purpose or providence for the human species. While there is much that we do not know, humans are responsible for what we are or will become. No deity will save us; we must save ourselves.

• We affirm that moral values derive their source from human experience. Ethics is autonomous and situational needing no theological or ideological sanction. Ethics stems from human need and interest. (HM II)

• Religious humanism maintains that all associations and institutions exist for the fulfillment of human life. The intelligent evaluation, transformation, control, and direction of such associations and institutions with a view to the enhancement of human life is the purpose and program of humanism. Certainly, religious... and communal activities must be reconstituted as rapidly as experience allows, in order to function effectively in the modern world.

[Note that the *purpose and program* of humanism is to *transform and control* any expressions of religion other than their own viewpoint. The “reconstitution” they mention translates into removal of anything that would glorify God.]

• In the area of sexuality, we believe that intolerant attitudes, often cultivated by orthodox religions and puritanical cultures, unduly repress sexual conduct. The right to birth control, abortion, and divorce should be recognized. [Under the guise of “toleration”, children are taught to disregard the biblical concept of family, and to pursue whatever “seems right in their own eyes.”]

• We have reached a turning point in human history where the best option is to transcend the limits of national sovereignty and to move toward the building of a world community in which all sectors of the human family can participate. Thus we look to the development of a system of world law and a world order based upon transnational federal government. (HM II)

[The *world community* touted here sounds suspiciously like the one-world government/New World Order warned about by John the Revelator.]

Our Lord ordained for His people as extended Christian family to take *communal responsibility* for raising the next generation to follow Jesus. The time is coming rapidly when followers of Jesus can no longer afford to be two-faced about this. Just ask the 77% of Christian parents whose grown children who have not succeeded them in the faith. What we have written is a call to awareness and a call to action!

• From Appendix A, describe in your own words how you see religious Humanism undermining the tenets of the Christian faith.

Appendix B

Cultural Characteristics Affecting the Restoration of Home Fellowships

In our book, *Restoring the Early Church*, we cite Carle Zimmerman's text, *Family and Civilization*. The author provides unique insight into the disintegration of the modern family and church as he traces the typical development and eventual disintegration of the family in a variety of cultures. In most great civilizations, including Greece, Rome, and now the United States, the shifts in family relationships and in societal attitudes toward the family follow a similar course. The shift to the atomistic family ultimately destroys the culture.

Zimmerman identifies three types of families, each of which predominates at various times in the life cycle of a civilization: the trustee family, the domestic family, and the atomistic family. The effects of Hellenistic humanism and its tenets have produced an *atomistic culture* in the US. On the other hand, biblical faith communities are analogous to the *trustee family*. This is an important consideration in the establishment of family-style communities that *collectively* carry the burden for training succeeding generations to follow the ways of our Lord. To restore the family-type faith communities of the earliest church, we who follow Jesus must be *counter-cultural*.

Trustee Family	Domestic Family	Atomistic Family
<ul style="list-style-type: none"> • Great value is placed on the <i>resources and truths</i> that ancestors pass along from generation to generation. • The governing authority is normally a patriarchal structure ruled by the oldest males. • The input of all the relatives is sought when typical problems arise in each family unit. • Family loyalty is held in such high regard, senior members function as the recognized disciplinary agents. They can demand obedience in a way that those outside the family or clan might not respond to. • Divorce is rarely practiced in this type of family structure. Individuals are expected to subordinate their own interests to the greater interest of the family as a whole. • The solidarity of this family type can be seen throughout the Bible and in the era of the Pilgrims and Puritans of early America. 	<ul style="list-style-type: none"> • This type occupies a middle ground between individualism on the one hand and absolute authority of the family on the other. • Divorce is infrequent but does occur. A husband and wife assume major responsibility for raising their children according to the values that they believe are right. • Parents undergo the pain of childbirth and trials of childrearing because they view their children as an extension of themselves. • This type of family structure epitomized Greece and Rome at their height of trade and commerce. The subsequent decline of these civilizations occurred when the state took over the responsibilities that up until then had been assumed by the families and religious institutions. Up until the 1950's, this structure characterized the majority of American households. 	<ul style="list-style-type: none"> • Ties within the family unit disintegrate, and <i>obsession with individualism</i> develops. • Individual rights are emphasized rather than family responsibilities. • Unabashed selfishness is normative. • Cultures of this type experiment with childless liaisons and suffer increased divorce rates. • Religious and moral mores have little effect on protecting the sanctity of the family. • The individual, having no guiding morals, changes the meaning of <i>freedom</i> to license to do evil. • Atomistic people resemble a swarm of antagonistic insects engaged in mortal combat. • Commitments and responsibilities are looked on as infringements on personal freedom, disregarding the needs or suffering of others. • Marriage loses its sanctity as a stable, committed institution. Adultery is accepted and even promoted. • Feminist movements abound. Women lose their inclination for childbearing and nurturing. Daycare facilities replace intimate parenting. • Public disrespect for parents, parenthood, and authority in general rises. • Sexual perversion (homosexuality, rape, incest, pedophilia) moves from toleration to proliferation.

The home fellowship of the early Church is based on developing a trustee-style family community, a point which we will continue to develop. Tragically, many people who desire to follow Jesus have been raised in Atomistic Families. Adept leadership is needed to help one another embrace a biblical lifestyle so that a godly heritage may be passed along to succeeding generations. But be warned! At some point those held captive by the atomistic culture will persecute those in the trustee family. *Rebellion is the enemy of obedience.*