

# THE FATHER OF MODERN EDUCATION

John Dewey is recognized as the Father of modern education. The N.E.A. gave him high recognition for his works. Many of his changes to schools were made possible by the theory of evolution being so strongly accepted after the writings of Charles Darwin. John Dewey wrote a theory of education and democracy that was based on evolution.

The education theories of Dewey would not have been so acceptable to people had it not been for the previous acceptance of Darwin's Theory of Evolution. That theory was widely received around the world. Evolution praises change and declares the highest good is a positive change. Darwin's theory helped strengthen the ideas of relativism and positivism which had been around for ages but were reinforced by John Dewey.

John Dewey developed ideas of evolutionary democracy and evolutionary education and evolutionary law.

Those ideas had as their foundation the premise that nothing is constant. He said the only constant good is change for the good, ie positivism. He did not measure things from any absolute standards, but from a relative perception based on human desire.

Relativism denies absolutes. God is absolute. The word of God teaches absolutes. Evolution flies in the face of God's word.

Relativism and positivism are destructive ideologies that sheer men away from the truth a little at a time.

These ideas were used by John Dewey and Carl Marx and even Joseph Stalin to lead people astray.

**Engels wrote that if you could remove a people from their roots, they could be easily swayed to your point of view.**

This is happening in America with the destruction of our godly heritage in public school courses.

By omission the godly heritage is being lost to our children. The schools are simply not teaching the godly heritage of this nation.

Instead the schools are teaching children to become better citizens of the new world economic order. This focus is even seen in WFISD.

## HUMANIST MANIFESTO

John Dewey was a signer of the Humanist Manifesto. Many give him credit for writing most of it.

Humanism would have men be their own gods. Humanism would make everything relative to what the individual perceives as improvement or detriment. Humanism denies the Salvation of God and replaces it with salvation by men.

John Dewey promoted humanism as a national way of life. Humanists in their zeal believe they are doing your children a favor to make them more happy by seeking to erode any faith in God and replacing it with a hope in their own efforts.

Humanism and relativism were revitalized with the upsurge of the oppositions of false science called The Theory of Evolution. Since Darwin popularized that theory in 1859, the idea of evolution has infected other areas of men's thoughts including law and its interpretation, society and its rules of conduct, economics and more.

John Dewey helped popularize the teaching of evolution since the idea of constant change reinforced his idea the foolishness of God and the Bible. Dewey believed in neither God nor the Bible.

Since man was considered to have evolved from the slime, there could have been no fall of man from the perfection of Adam. With no fall of man, there would be no need for salvation. Thus evolution strikes at the root of Christian faith.

Those who think they can believe in God and also believe in evolution must realize that the system of evolution denounces any existence of God. If man evolved upward, then there certainly was no original sin which took him downward and the need for salvation is a joke.

Evolution would make the whole of Scripture meaningless. Those who clamor the loudest for evolution are aware how the poison works to erode any need for God by making man to be his own god.

Thus we have returned full cycle to the original deception, only this time the deception is organized on a global front, attacking not just one woman, but all children in our public schools.

The ultimate aim is not the betterment of mankind as the propaganda says, but rather the enslavement of mankind to a whole society serving Mammon in the name of money and power, ie the devil. It is Satan's work to serve money as your god, to let economic values determine your decisions, to let profits determine what you do. To judge right and wrong by how much money is gained or lost is to be serving the purposes of Satan.

The consequence of ignoring God's word is failure. There comes a point where that failure becomes eternal.

Many of our Founding Fathers believed that we should only elect men to serve us in office who held a faith in Almighty God who would judge men for their words and deeds. For they realized that only such men could have any restraint on what they considered right and acceptable.

Men without faith towards God through the mercy of Jesus do more easily persuade themselves to do anything if the end served their own desires. They would have realized the dangers of having a man like John Dewey as the designer of our education system. We need to wake up to the problem.

It is given to us by God that we are responsible to raise our children diligently in the Truth of God.

John Dewey was strongly opposed to anything that would help Christian faith in children.

How can we then teach them history void of reference to Christian testimony of great men? How can we teach science as chaos instead of ordered and according to His divine pattern? How can any in authority stand by and let such perversion proceed unchecked?

Who would feed their children to the flames of evolution and its consequence, Humanism?

Would convenience or comfort lead some to stand by quietly while their children passed through the flames of modern humanist philosophies that oppose God? Would safety of job, or esteem of men gag the tongue of those who should speak out first because they saw it first?

Brave New World, a novel, depicts a society where God is forgotten and the children are raised by the state system to serve economic needs. Let us take a hint and quit rewriting history by omission of Christian references in the public school system. Else John Dewey's vision will increase more and more.

John Dewey introduced strong ideas about accepting multi-values. This is in agreement with the denial of absolute values. Please note that too many children today do not believe in absolute right and wrong. Instead they believe in relative answers, based on personal needs. That is a direct goal fulfilled by John Dewey and all like him.

It is now printed in school system literature how the students need to be raised up so they can be better citizens of the new world economic order. Country, family, and God are no longer the goals to be achieved but are instead seen as causes of bigotry, narrow mindedness, prejudice, and intolerance: thus deserving to be done away.

After all says Humanism, all roads lead to Rome. We're all seeking a better life, and if you do it in the name of Jesus, that's OK so long as you don't teach your child that in school.

**President Abraham Lincoln** contradicts John Dewey and reminded the nation of that great truth contained in the Declaration of Independence when he said,

"Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are **created** equal."

Of course he was referring to these words from the Declaration of Independence:

"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;"

Declaration of Independence contradicts John Dewey, the father of this contemporary education system.

Well into the twentieth century, the Declaration and the Constitution were viewed as inseparable and interdependent. While the Court's change of standards has perhaps been a display of poor judgment, the Court's actions have actually been illegal under the standards of original intent. Furthermore they have violated the value system of "the laws of nature and of nature's God" established in the Declaration of Independence.

## Founding Fathers Contradict John Dewey.

The First Amendment was clearly understood and explained by the man who wrote it and the man who first applied it as law. Fisher Ames wrote the First Amendment. He also wrote that the Bible should always remain the principle text book in America's classrooms. John Jay, original Chief-Justice U.S. Supreme Court, said it is the duty of all wise, free, and virtuous governments to help and encourage virtue and religion.

The Constitution of the United States of America was penned by the man who was head of the committee which created the final wording. That man, Governor Morris of Pennsylvania, was also the most active member of the Constitutional Convention. He spoke 173 times. He also advocated that "education should teach the precepts of religion and the duties of man towards God."

An early House Judiciary Committee affirmed the Founder's lack of pluralistic intent when it declared:

"Christianity ...was the religion of the founders of the republic, and they expected it to remain the religion of their descendants."

Words and sentiments of other founding fathers can be given to fill a library; but these few show the whole idea to anyone who is willing to hear.

"You do well to wish to learn our arts and our ways of life, and above all, the religion of Jesus Christ. Congress will do everything they can to assist you in this wise intention." George Washington

"Let...statesmen and patriots unite their endeavors to renovate the age by...educating their little boys and girls...and leading them in the study and practice of the exalted virtues of the Christian system." Samuel Adams

"History will also afford frequent opportunities of showing the necessity of a public religion...and the excellency of the Christian religion above all others, ancient or modern." Benjamin Franklin

"Only one adequate plan has ever appeared in the world, and that is the Christian dispensation." John Jay,  
ORIGINAL CHIEF-JUSTICE U.S. SUPREME COURT

"The United States of America were no longer Colonies. They were an independent nation of Christians." John Quincy Adams

A page of history is worth a volume of logic. History shows the intent and purpose of our founding fathers. Contemporary logic is wrong whenever it contradicts the clear explanations of those men who wrote the Constitution.

97% of the founding fathers were practicing Christians and exercised their faith in public office, at work, at home, and had it taught to their children in their schools. 187 of the first 200 colleges in America were Christian, Bible teaching institutions. Entrance to Harvard required strong knowledge of the Bible. The money was printed, "One Nation Under God."

**Webster** originally wrote the dictionary with Bible verses explained. He did this so children and parents could understand the words of God and know the truth of Jesus Christ. Webster even wrote a translation of the Bible for the American speaking people. How often do you hear this in public school today?!

You could hardly find a school in America that wasn't Christian based with the Bible as its main text book until the 1830's. That was when a humanist named Horace Mann worked for ten years to deceive the state of Massachusetts to produce its own state supported schools and leave the Bible out of those schools.

As a result of the attack upon children learning the truths of God and Salvation, the American Sunday School League was formed during that same decade so those children who were deprived could still get Bible knowledge.

During the next hundred years humanism grew bolder in its attack against the founding fathers ideas of education and more and more schools omitted the Bible. Fewer and fewer remembered the exhortations of those men who established this nation to follow Christ and give Christian teaching in the schools, as the backbone and main course of our schools.

Then in the early 1930's John Dewey taught his new theories on evolutionary education at Peking University in China, and after that in Turkey. Those governments wanted help on establishing state schools to indoctrinate the children as wards of the state instead of their parents.

You know how Russian children were encouraged to turn on their parent's values.

Then upon his return to the U.S.A, John Dewey wrote the Humanist Manifesto. He was a very important figure in the national education association. The socialistic and communistic ideology of Karl Marx was growing vigorously through such men as endorsed John Dewey's philosophies of education.

A Harvard professor has written that children are sick when they enter kindergarten. Sick with the parent influenced ideas of love, family values, national pride, and loyalty to elected officials. He says the children need to be re-educated away from those traditional values of their parents so they can become better citizens of the new world order. So that is the extent of secular humanism and its goals for our children. It is rapidly assaulting our traditional values of Christian family, home, and nation under God.

John Dewey knew there was a battle raging in the classroom for the hearts and minds of children. Do you?

Join the battle which has been declared. It is a battle for your children. It is your battle to fight, to win. When Jonah preached to Ninevah he declared the soon coming destruction. Jonah didn't make any if's, and's, or but's. He plainly said because of your sins, destruction is coming. That's the way it is in America today.

DECLARATION OF INDEPENDENCE contradicts John Dewey. We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain inalienable rights; "

The Declaration of Independence appeals to God no less than three times. For to those who can see His Name in the phrase "protection of divine providence". Five to those who can admit the phrase "created equal" means created by God, not evolved from chaos.

The Declaration and the Constitution were viewed as inseparable and interdependent documents. The Declaration of Independence appeals to God no less than three times. The men who wrote it declared within it their undying faith towards God for all generations to see and follow.

We should follow the founding fathers of this great nation rather than shallow thinking men who came along later to change things.

"The Jubilee of the Constitution" by John Quincy Adams explains the Constitution as dependent upon the virtues proclaimed in the Declaration of Independence. That's why the Ten Commandments are inscribed in stone on the Supreme Court building.

Those men saw the law of God as the basis of all law for all men always, never to be changed! How can we withhold God and His truth from our educational classrooms for children today? The humanist and atheist groups following the path of John Dewey rob our children of this great national heritage. One Nation Under God. United we stand together with Christ.

Our founding fathers erected a beacon to guide their children, and their children's children: for all men who would pursue life, liberty, and happiness...they pointed us to God and to His Son Jesus Christ. They desired that their posterity might look again to the Declaration of Independence and take courage to renew that battle which their fathers began, so that truth, justice, mercy, and all Christian virtue not be extinguished from the schools of this land.

If anyone has taught you doctrines conflicting with the light shining through our Declaration of Independence, come back to the truths that were written then for you to see again now.

President Abraham Lincoln reminded the nation of that great truth contained in the Declaration of Independence when he said, "We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."

#### **SUPREME COURT decision of 1897:**

Constitution is the body and letter of which the Declaration of Independence is the thought and the spirit, and it is always safe to read the letter of the Constitution in the spirit of the Declaration of Independence.

Humanists, positivists, and relativists, and socialists who deny God, also contradict the history words of those who wrote the Constitution. Why? Because they desire to replace God with man as the ultimate force is they want to say that man's desires whatever they are should be fulfilled. They deny any absolute truth of God and they deny His natural law as a basis for government and legal law.

#### **DEWEY SAYS IT IS WRONG TO BELIEVE IN SOMETHING THAT CANNOT CHANGE**

John Dewey was a leading relativist and humanist. In 1927 he made clear their new way of thinking. He explained that the Constitution as it had been interpreted was a stumbling-block. He said it was wrong to believe in something that could not change.

John Dewey mocked the beliefs of the Founders. He ridiculed those who put their trust in traditional understanding of law and Constitution by saying they were so wrong. (See John Dewey, *The Public and Its Problems*, 1927, page 34)

What the people of America called the corner stone of their republic, John Dewey called a stumbling block. He ridiculed, mocked, and scorned the traditions of the people of America, the efforts of our Founders, our form of government, and the belief in absolute values.

After John Dewey and Langdell got through with their prestigious campaign in the eyes of power and money and glory from men,... any teacher who still held for absolute values was mocked and driven out of position to teach. Blackstone's Commentaries on the Law was widely discarded.

Blackstone taught that certain rights and wrongs did not change. Especially those related to human behavior. Blackstone had been the main text in law since before the Declaration of Independence. Great preachers had come out of law to preach the gospel after reading all of Blackstone's Biblical references to his understanding of law. Blackstone taught that law came from God. The courts were now going to change those traditional ideas of law which had been held true and unchangeable since the Magna Carta of England.

Roscoe Pound (1870-1964) strengthened the new philosophy of "positivism" that had been birthed by Langdell at Harvard. Pound made "positivism" the new way of thinking that everybody had to follow if they wanted to graduate. Now there are universities where professors say if you find any one is not an evolutionist, don't let him graduate with a degree in biology. Roscoe Pound was able to accomplish his goal of dictating terms for graduation by serving at four different law schools as professor and as Dean of Harvard and the University of Nebraska. Biology professors are able to teach evolution as fact because of the liberalizing of education done by John Dewey.

He infected many who in turn taught others their new ways of evolving the law and the interpretation of our Constitution. He said we have the same task in jurisprudence that has (already) been achieved in philosophy, in the natural sciences, and in politics. We must rid ourselves of this sort of legality. We must take a new and flexible approach. We must adopt our means to fit our ends. To attain an evolving legal science based on the sociology of people is our goal. There is nothing fixed except our goal and anything we do to attain what we want must therefore be right.

Pound said the goal of law is to become a legal force to influence society in growth and development. He forgot those Founder's words which would have warned him that God Almighty to which they appealed in the Declaration and the Constitution had already given the law and clearly stated that it does not change.

1916- Louis Brandeis (1856-1941) urged the Court to be bold in leading society to change. He wanted the reason of men to be the ultimate rule, not the law of God or the ideas of the Founders. These are the kind of ideas upon which John Dewey built his theories.

1930's - Blackstone's Commentaries on the Law widely discarded because it was absolute instead of relative. Relativism allowed for change. Relativism became a new term, more 'intellectual' for describing the positive changes needed for evolution of law and society (the positivism of Roscoe Pound). Absolute values were discarded.

1930's- John Dewey was an esteemed humanist. He was a prominent leader of new ideas in education. He wrote much on the effects of Darwin's theory of evolution on science, education, man and society. His premise can be summarized as saying that nothing is ultimately good in itself except positive change for the better. To this goal he rejected absolute values of God, the Bible, and men who believed in God.

Dewey's most positive value is positive change for the better. He was so recognized as a leader of new ideas concerning humanism ie synonym for socialism that he was invited to teach on establishing state schools for the betterment of the state. He taught in China at the University of Peking and in Turkey. Upon Dewey's return to California, he wrote an Americanized version of Karl Marx philosophies called "The Humanist Manifesto". He believes in the collective society like socialist of Russia and China being more important than any individualism. He views people as members of the larger society, to the exclusion of individual rights when the perceived needs of society would require the exclusion of personal rights. This thinking permeates the N.E.A today as a result of his works and others who followed in his footsteps. The state rights over individual rights is associated with the recent event in Pennsylvania where state authorities forced fifty young girls to be spread eagled on an examination table, for genital inspection, without parent's knowledge or consent. Such is the consequence of giving up individual rights to the state system.

1 1945-1953 - radical social change achieved by wide spread "positivists" or secular humanists.

John Dewey wrote an amerikanized version of the Communist Manifesto. Dewey's version was called the Humanist Manifesto. He helped introduce socialism step by step into the American culture. Read his ideas on an evolving democracy. They are very different from the Founding Fathers.

<http://www.christianparents.com/jdewey.htm>

# State School Democratic System of Homogenation

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## Leveling of Values Taught in State School

Dewey, John, 1859-1952, American philosopher and educator; b. Burlington, Vt. He rejected authoritarian (the Bible is authoritarian) teaching methods, regarding education in a democracy as a tool to enable the citizen to integrate his or her culture and vocation usefully. To accomplish those aims, both pedagogical methods and curricula needed radical reform. Dewey's philosophy, called instrumentalism and related to pragmatism, holds that truth is an instrument used by human beings to solve their problems, and that it must change as their problems change. Thus it partakes of no transcendental or eternal reality (*especially not God or the Bible*). Dewey's view of democracy as a primary ethical value permeated his educational theories.<sup>1</sup> He had a profound impact on progressive education and was regarded as the foremost educator of his day. He lectured all over the world and prepared educational surveys for Turkey, Mexico, and the Soviet Union. Among his works are *Democracy and Education* (1916) and *Logic* (1938). From the Concise Columbia Encyclopedia. Copyright © 1991 by Columbia University Press.<sup>2</sup>

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## Democracy and Education, 1916

John Dewey's book, *Democracy and Education*, of 1916 is examined here from a Christian father's point of view. My comments are in bold. The excerpts from the book follow. Red highlights in his book text are added by the editor for your attention. The following text deals with chapter 7.

Dewey knew how to change the schools so our customs would not be passed on to our children. He well knew how to destroy the transfer from generation to generation. He undertook a plan which would have been treason by the standards of George Washington and Noah Webster. Those statesmen of our country called for the continual teaching of the great stories of our land to children from the earliest age. Instead, what the children have today is the denigration of our great heroes, the defaming of good men's intentions, and the omission of noble words; all for the intent of cutting off America's children from their inheritance.

Dewey wrote: Particularly is it true that a society which not only changes but which has the ideal of such change as will improve it, will have different standards and methods of education from one which aims simply at the perpetuation of its own customs. To make the general ideas set forth applicable to our own educational practice, it is, therefore, necessary to come to closer quarters with the nature of present social life.

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JD wrote: Any education given by a group tends to socialize its members, but the quality and value of the socialization depends upon the habits and aims of the group.

Larry: I am always amazed at the wisdom of Jesus' words, "the people of this generation are wiser in their own ways than are the children of light..." Dewey has touched on a simple point that the Christian pastors and teachers have

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<sup>1</sup> Dear reader, please notice this definition of democracy as a primary ethical value. It means nothing less than the will of the majority is the law. We used to call that mob rule. The ethical value of a mob was to hang a man without a trial in the old west. Our Founding Fathers built this nation as a republic based on the laws of God to which the people were to elect representatives to run that government based on those unchanging laws of God)

<sup>2</sup> Dear reader, please note that the above article omits reference to his penning of the Humanist Manifesto which is an Amerikanized version of the Communist Manifesto which he studied.

ignored for too long, even though it is a major theme in scripture. Basically it is this: A child tends to become like the environment where he spends time. John Dewey knew it. He knew how to accomplish his goal of stripping Christianity from America. Just leave it out of the children's schools. After all, a man rarely will go read the Bible as an adult if he is not taught from it as a youth. That was common knowledge back before 1810 in this nation. It is in the quotes from the founding fathers as compiled by David Barton and published by Wallbuilder Presentations. The Christian who can not support that idea with scripture just does not know his Bible. Yet John Dewey, who was for the destruction of Christian faith seems to get great credit for restating a clear truth which he then turns to use against the Christian upbringing of children. How? By bringing them up in a school room which ignores, denies, and contradicts God at every opportunity, thus effectively conditioning the children to do the same. The children become accustomed to doing what they and their peers and their teachers continually do. Who doesn't know that?

Larry: Dewey's standard was to split the difference, go half way, one step at a time, bring the best down to the worst. That's what we have in our schools today. The best is brought down. The worst remains rotten, and a step at a time, the criteria for excellence is lowered so that everybody looks good in the brave new society of changing values. Dewey proposes to split the difference between thieves and others for the standard norm of society, and then operate from there.

JD wrote: The problem is to extract the desirable traits of forms of community life which actually exist, and employ them to criticize undesirable features and suggest improvement. Now in any social group whatever, even in a gang of thieves, we find some interest held in common, and we find a certain amount of interaction and cooperative intercourse with other groups. From these two traits we derive **our standard**.

Larry: Bayonets are referred to by the founding fathers in the sense of saying our government was not set up to rule by bayonets. Our Constitution depends upon a people who are ruled from within, by their heart, according to the laws of God. That is why they insisted on godly schools in the North West Ordinance as a requirement for statehood. But this is no longer learned by school children today. Nothing of its kind is taught in most public schools. By design I say.

Dewey wrote: Let us apply the first element in this criterion to a despotically governed state. It is not true there is no common interest in such an organization between governed and governors. The authorities in command must make some appeal to the native activities of the subjects, must call some of their powers into play. Talleyrand said that a government could do everything with bayonets except sit on them. This cynical declaration is at least a recognition that the bond of union is not merely one of coercive force.

Larry: Enslavement is found when government is able to force children to go to a school that does not teach the same values as the parents. If you think that is too far out, then please realize that it has been said by others for a long time. Way before John Dewey, this was realized. The U.S. Government used the tool of forced government schools on the Indians. Sending them to government schools so as to separate them from the ways of their families was a strong armed method forced on the Indians. It worked. It is also working to separate children today from regular study of scripture as being the foundation of all true learning.

Dewey wrote: **Plato defined a slave as** one who accepts from another the purposes which control his conduct. This condition obtains even where there is no slavery in the legal sense.

Larry: Dewey pursues what he calls the Democratic Ideal. The averaging of everything. That is why the best seller book, *The Dumbing Down of Our Children*, was written; because of the continual reajustment of curriculum to lower and lower standards. Let's face it, the ones who don't want to learn will always be ignorant. Thus the bottom never moves. But so long as averaging is done each year, the top keeps on being cut down to lower and lower levels as the schools minimize requirements so they can say everybody is getting an excellent education.

Dewey wrote: The Democratic Ideal. The two elements in our criterion both point to democracy. The first signifies not only more numerous and more varied points of shared common interest, but greater reliance upon the recognition of mutual interests as a factor in **social control**. The second means not only freer interaction between social groups ( once isolated so far as intention could keep up a separation ) but change in social habit -- its **continuous readjustment** through meeting the new situations produced by varied intercourse. And these two traits are precisely what characterize the democratically constituted society.

Dewey has established in the public mind that this is a democratically constituted society. Truth is that the Constitution guarantees us a republican form of government. Noah Webster defined that as being based on the laws of nature and of nature's God, ie the Bible and its laws. 95% of the Signers of the Declaration of Independence and of the Constitution agreed that this nation was founded on the laws of God. British common law acknowledged Christianity as its foundation. All these truths are omitted or denied in typical school rooms today. Dewey's teachers have done their job well. America has been nearly stripped of its last vestige of memory of the words from our Founding Fathers. Shall we also be raped or shall we put back on our clothes woven with those wonderful words of wisdom and advice on how to run this country from the men who established it?

### **Rejection of External Authority**

Larry: The Founding Fathers knew the dependency of our form of government upon the authority of God in the hearts of men who were governed. They recognized the external authority of God and His authoritative laws. But Dewey makes no reference to historical truth of God in the foundation of America. He only distorts and twists to his own ends, which according to the Founding Fathers, is the destruction of America as they envisioned it. Dewey advocates a pure democracy, with evolving laws according to the whims of the people, the very thing which was abhorred by the Founders. The very idea of such a pure democracy was abhorrent to them. This scoundrel continually uses a half truth to further his ends. He advocates the need for an informed people, but then pushes a system of training which denies the scripture and the appeals to God and His unchanging law in the founding documents of our nation. Dewey explains one thing well. A pure democracy does not accept the laws of God. Instead, it accepts only the will of the people by majority vote. Thus it has become legal to kill babes and illegal to let them see the Ten Commandments.

Dewey wrote: The superficial explanation is that a government resting upon popular suffrage cannot be successful unless those who elect and who obey their governors are educated.

Since a **democratic society repudiates the principle of external authority**, it must find a substitute in voluntary disposition and interest; these can be created only by education.

### **Platonic Educational Philosophy: Democratic Ideas in Education, Cradle to the Grave Concept of Government Education.**

Dewey saw himself as one having greater conscious understanding than Plato. No wonder his followers admired him so much.

Larry: Dewey is a Greek thinker. He loves to organize ideas the way he sees them. The error is constantly clear to one who knows scripture. Others may think he was a very wise man. I acknowledge his capacity for thought and ordering of ideas, but I also see his gross darkness resulting from the denial of light from scripture on the training of children.

Dewey: 3. The Platonic Educational Philosophy. Subsequent chapters will be devoted to making explicit the implications of the **democratic ideas in education**. In the remaining portions of this chapter, we shall consider the educational theories which have been evolved in three epochs when the social import of education was especially conspicuous. Cradle to the Grave State Control, a la Brave New World, now called K-12 and school to work program, reinforced with even earlier day care government centers and computer recorded aptitude guidance. The first one to be considered is that of Plato. No one could better express than did he the fact that a society is stably organized when each individual is doing that for which he has aptitude by nature in such a way as to be useful to others, or to contribute to the whole to which he belongs; and that it is the business of education to discover these aptitudes and progressively to train them for social use.

### **Dewey saw himself as having greater conceptions than Plato.**

Much which has been said so far is borrowed from what Plato first consciously taught the world. But conditions which he could not intellectually control led him to restrict these ideas in their application. He never got any conception of the indefinite plurality of activities which may characterize an individual and a social group, and consequently limited his view to a limited number of classes of capacities and of social arrangements.

## The End of Existence

Dewey denies the knowledge of eternal judgment, heaven and hell.

Dewey appeals to the wisdom of men, philosophers, and the highly educated to determine how men ought to live. Dewey redefines law and justice as that which is determined by men, in a democratic vote. That's how we arrived at murdering babies and keeping the Ten Commandments hidden from the eyes of children, by ignoring the law of God and paying honor to the opinions of men. The fear of man is a terrible snare. Christians, please plan for good schools to be the trainers of your children. Let those who believe in nothing but themselves send their children to their kind of school, but wake up and quit sending your children to schools which teach children that the highest end of man is his own opinion.

Larry: God's ultimate judgment is denied by our education system to the children. The roots of that denial in American history are shown here from the atheist Dewey himself. Christian parents, please attend to the training and conditioning of your children's way of thinking. Else, what a terrible price must be paid.

Dewey wrote: Plato's starting point is that the organization of society depends ultimately upon knowledge of the **end of existence**. If we do not know its end, we shall be at the mercy of accident and caprice. Unless we know the end, the good, we shall have no criterion for rationally deciding what the possibilities are which should be promoted, nor how social arrangements are to be ordered. We shall have no conception of the proper limits and distribution of activities -- what he called justice -- as a trait of both individual and social organization. But how is the knowledge of the final and permanent good to be achieved? In dealing with this question we come upon the seemingly insuperable obstacle that such knowledge is not possible save in a just and harmonious social order.

Larry: Dewey says the Bible values are false. That's what he has reference to. --- Here Dewey is referring to what he calls false, the absolute values of the Bible.

Everywhere else the mind is distracted and misled by false valuations and false perspectives. A disorganized and factional society... sets up a number of different models and standards. Under such conditions it is impossible for the individual to attain consistency of mind. Only a complete whole is fully self-consistent.

Larry: Dewey believes the Bible values inevitably lead people astray. A society which rests upon the supremacy of some factor over another irrespective of its rational or proportionate claims, inevitably leads thought astray. It puts a premium on certain things and slurs over others, and creates a mind whose seeming unity is forced and distorted. Education proceeds ultimately from the patterns furnished by institutions, customs, and laws.

Christian parents, this is the concept of your current public school education system to which you are willingly subjecting your children. You must provide for your own children a school which is founded on God and His truth as the only foundation for all good learning. The public school is redefining the word good to your children as being what the majority wills. Dewey redefines the word just and right as being dependent upon highly trained minds. How much more must you hear before you take action to care for a godly school for your children?

Only in a just state will these be such as to give the right education; and only those who have rightly trained minds will be able to recognize the end, and ordering principle of things.

### **Brave New World, State School, Cradle to the Grave Education System**

Dewey wrote: We seem to be caught in a hopeless circle. However, Plato suggested a way out. A few men, philosophers or lovers of wisdom -- or truth -- may by study learn at least in outline the proper patterns of true existence. If a powerful ruler should form a state after these patterns, then its regulations could be preserved. An education could be given which would sift individuals, discovering what they were good for, and supplying a method of assigning each to the work in life for which his nature fits him. Each doing his own part, and never transgressing, the order and unity of the whole would be maintained.

It would be impossible to find in any scheme of philosophic thought a more adequate recognition on one hand of the educational significance of social arrangements and, on the other, of the dependence of those arrangements upon the

means used to **educate the young**. It would be impossible to find a deeper sense of the function of education in discovering and developing personal capacities, and training them so that they would connect with the activities of others. Yet the society in which the theory was propounded was so undemocratic that Plato could not work out a solution for the problem whose terms he clearly saw.

Larry: The next part of chapter seven in his book deals with the historical change of schools from training up a person as an individual to educating a mind as a citizen of a state-society, all of one homogeneous mind, fitted to serve the rulers of the state who also rule the school! You must read it yourself for now it is late, and I have no more time to give this particular page. The subject is covered well in two other places at this site, History of Education and also at S.A. Kossor's site.

Larry: Let me add that I can see where certain bits and pieces of Dewey's ideas might go over well with teachers in teachers colleges, even with Christian teachers, for in part, taken out of their context, some of his sentences sound OK, even sound good. But when it is realized where he is coming from, and the redefinition of terms, and his goals, then his works become abominable. Yet their influence is seen more today. His theme has been taken up and rephrased in many ways by most educators around the country and the world. He is rightly called the Father of Modern Education. Christian parents should not send their children to such a school if they have any choice in the matter. God calls us to provide a godly school for our children. Dewey type schools are too subtle a series of traps for the children to be sent there. They are a snare and a trap and the primary instrument of the changing of America from a Christian nation as defined by the Supreme Court on at least two occasions prior to 1948 to what is now a nation that denies God and the right to mention His name in all public places, public meaning state, just as in our schools, public schools mean state schools. Don't forget that, lest you be charmed to sleep while your children's mind is charmed away from the teaching of God. In Jesus' name. God help our children. See Malachi 4:6, the last chapter and last verse in the KJV Bible. Father's take heed to the word of God so you can say before God that you love your children.

**Larry A. Rice**

<http://www.christianparents.com/jdewey2.htm>