

(11-15-12)

"EDUCATION": THE END OF THE U.S.

[This is a follow-up to the sermon, "Why 'Mama' Obama?"; preached on November 11, 2012]

TEXTS: Hosea 8:3 Israel hath cast off the thing that is good: the enemy shall pursue him.

4 They have set up kings, but not by me: they have made princes, and I knew it not: of their silver and their gold have they made them idols, that they may be cut off.

Daniel 2:42 And as the toes of the feet were part of iron, and part of clay, so the kingdom shall be partly strong, and partly broken.

This final, "Roman" antichrist system that conquers the world is said to be partly strong, and partly broken. The iron has been defined in a previous verse:

Daniel 2:40 And the fourth kingdom shall be strong as iron: forasmuch as iron breaketh in pieces and subdueth all things...

It is again described in the seventh chapter of Daniel:

Daniel 7:19 Then I would know the truth of the fourth beast, which was diverse from all the others, exceeding dreadful, **whose teeth were of iron**, and his nails of brass; which devoured, brake in pieces, and stamped the residue with his feet;

23 Thus he said, The fourth beast shall be the fourth kingdom upon earth, which shall be diverse from all kingdoms, and shall devour the whole earth, and shall tread it down, and break it in pieces.

This contrast between the iron and the clay has often been interpreted as totalitarianism mixed with democracy:

"The metals represent monarchies, but the clay stands for democratic rule..."
(Gabelein, *Daniel*)

"...speaking of an attempted union between imperialism and democracy..."
(Ironside)

"...the iron of the Roman *imperium* mixed with the clay of the popular will, fickle and easily moulded."
(*Scofield Notes*)

"By type, figure and direct prophecy it announces that the last form of government among the nations just previous to the Coming of our Lord Jesus Christ will be democracy - the rule of the people...Everywhere the evidence is manifest that the prophecy of Daniel announcing the rise of the 'clay' (Daniel's symbol of the people) and the warning of Isaiah that 'the nations should rush like the rushing of many waters,' and 'make a noise like the noise of the seas,' are being fulfilled...[The Bible] foretold the rising again of Romanism into the place of power and authority (as we see it today in the United States, where it holds the balance of political power and is fast becoming a social triumph)...Who would have dared to say that Rome would come back, ascend into the place of authority, sit upon the throne of the world's respect and receive its honors?"

(Isaac Massey Haldeman, *Christ, Christianity and the Bible*, 1922)

"Here we see 'Imperialism' mixed with 'Democracy'...In short, the character of government passes from an Absolute Autocracy [Nebuchadnezzar's Babylon] to a Democratic Monarchy...**the masses, swayed by politicians and demagogues**, who think only of their own selfish interests, control the government..."

(Larkin, *The Book of Daniel*, 1929)

2 Timothy 4:3 For the time will come when they will not endure sound doctrine; but after their own lusts shall they heap to themselves teachers, having itching ears;

2 Timothy 3:1 This know also, that in the last days perilous times shall come.

2 For men shall be lovers of their own selves, **covetous**...

13 But evil men and seducers shall wax worse and worse, deceiving, and being deceived.

In light of these prophecies and warnings from the Bible, notice the following warning from a British historian in 1857 concerning our country:

Southern Literary Messenger, March 24, 1860:

[The following letter...belongs to an occasional correspondence, of some years' standing, between **Lord Macaulay** and Hon. Henry S. Randall, of New-York, author of the *Life of Jefferson*]:

May 23, 1857: "What happened lately in France is an example. In 1848 a pure Democracy was established there. During a short time there was...a national bankruptcy...a maximum of prices, a ruinous load of taxation laid on the rich for the purpose of supporting the poor in idleness. Such a system would, in twenty years, have made France...poor and barbarous...Happily the danger was averted; and now there is a despotism, a silent tribune, an enslaved Press. Liberty is gone...I have not the smallest doubt that, if we had a purely Democratic Government here, the effect would be the same. Either the poor would plunder the rich, and civilization would perish; or order and

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property would be saved by a strong military government, and Liberty would perish... You may think that your country enjoys an exemption from these evils. I will frankly own to you that I am of a very different opinion... the time will come when New-England will be as thickly peopled as Old England... hundreds of thousands of artisans will assuredly be sometimes out of work... Distress everywhere makes the laborer mutinous and discontented, and inclines him to **listen with eagerness to agitators** who tell him that it is a monstrous iniquity that one man should have a million while another cannot get a full meal... Through such seasons the United States will have to pass, in the course of the next century, if not of this. How will you pass through them? I heartily wish you a good deliverance. But my reason and my wishes are at war, and I cannot help foreboding the worst. It is quite plain that your Government will never be able to restrain a distressed and discontented majority. For with you the majority is the Government, and has the rich, who are always a minority, absolutely at its mercy. The day will come when, in the State of New-York, a multitude of people, none of whom has had more than half a breakfast, or expects to have more than half a dinner, will choose a Legislature. Is it possible to doubt what sort of Legislature will be chosen? On one side is a statesman preaching patience, respect for vested rights, strict observance of public faith. On the other is a demagogue ranting about the tyranny of capitalists and usurers, and asking why anybody should be permitted to drink champagne and to ride in a carriage, while thousands of honest folks are in want of necessaries. Which of the two candidates is likely to be preferred by a working man who hears his children cry for more bread? I seriously apprehend that you will, in some such season of adversity as I have described, do things which will prevent prosperity from returning; that you will act like people would, in a year of scarcity, devour all the seed-corn, and thus make the next year, a year not of scarcity, but of absolute famine. There will be, I fear, spoliation. The spoliation will increase the distress. The distress will produce fresh spoliation. There is nothing to stay you... As I said before, when a society has entered on this downward progress, either civilization or liberty must perish. Either some Caesar or Napoleon will seize the reins of government with a strong hand; or **your Republic will be as fearfully plundered and laid waste by barbarians in the twentieth century as the Roman Empire was in the fifth; with this difference, that the Huns and Vandals, who ravaged the Roman Empire, came from without, and that your Huns and Vandals will have been engendered within your country by your own institutions.**" (T.B. Macaulay, British historian)

Our founding fathers did attempt to protect the country from the ravages of a Democracy by setting up a Republic. Macaulay, however, argues that even with elected, representative leaders, the people (led by "agitators") will simply choose legislators who will have no respect for the rights of property, etc., and that true statesmen, "preaching patience, respect for vested rights, strict observance of public faith," will be scorned and shunned.

Is it possible that a majority of our founding fathers were so ignorant of human nature and history that they did not foresee this coming spoilage of their system of government/country? No, they also foresaw it. This is why they warned that the morality of the people would determine how long their country could survive its Republican form of government. They stressed the link between true liberty and morality. They warned that when morality waned, the system of government (Republic) could not endure the evils of selfishness, etc:

"...we have no government, armed with power, capable of contending with human passions, unbridled by morality and religion. Avarice, ambition, revenge and licentiousness would break the strongest cords of our Constitution, as a whale goes through a net. Our Constitution was made only for a moral and religious people. It is wholly inadequate to the government of any other."

(John Adams, a signer of the Declaration of Independence, the Bill of Rights and our second President)

"To suppose that any form of government will secure liberty or happiness without any virtue in the people, is a chimerical [imaginary] idea."

(James Madison)

"Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports."

(George Washington)

"I am persuaded that no civil government of a republican form can exist and be durable in which the principles of Christianity have not a controlling influence..."

(Noah Webster)

"...God commands you to choose for rulers just men who will rule in the fear of God. The preservation of a republican government depends on the faithful discharge of this duty; if the citizens neglect their duty and place unprincipled men in office, the government will soon be corrupted; laws will be made, not for the public good, so much as for selfish or local purposes...If a republican government fails to secure public prosperity and happiness, it must be because the citizens neglect the Divine commands and elect bad men to make and administer the laws..."

(Noah Webster, 1832)

Quotes such as these could be multiplied!

Oftentimes, *education* has been celebrated as the great savior of the republic. But education must be properly defined. Today, it usually means more taxes and more money to support "public schools" (i.e. Humanist churches funded by the state).

James Abram Garfield (1831-1881), 20th President of the United States:

"I propose then, as the theme for this hour, The Future Of The Republic...There is much in the history of dead empires to sadden and discourage our hope for the permanence of any human institution...Our success has been so great hitherto, we have passed safely through so many perils which, at the time seemed almost fatal, that we may assume that the Republic will continue to live and prosper' unless it shall be assailed by dangers which outnumber and outweigh the elements of its strength. It is idle to boast of what we are, and what we are to be, unless, at the same time, we compare our strength with the magnitude of our dangers...In the first place, our great dangers are not from without...protected from foreign complications, by the wise policy introduced by Washington, and now become traditional - the policy of non-interference - nothing but reckless and gratuitous folly on our part, can lead us into serious peril from abroad...At the risk of offending our American pride, I shall quote a few paragraphs from what is probably the most formidable indictment ever penned against the Democratic principle. It was written by the late Lord Macaulay, a profound student of society and government...Millions of Americans have read and admired his histories and essays; but only a few thousands have read his brief but remarkable letter of 1857, in which he discusses the future of our government. We are so confident of our position that we seldom care to debate it...Certainly this letter contains food for serious thought; and it would be idle to deny that the writer has pointed out what may become serious dangers in our future...[However] in depicting the dangers of universal suffrage, Macaulay leaves wholly out of the account **the great counterbalancing force of universal education**...We have happily escaped the dogma of the divine right of kings. Let us not fall into the equally pernicious error that multitude is divine, because it is a multitude...The words of our great publicist, the late Dr. Lieber whose faith in Republican liberty was undoubted, should never be forgotten...he said: 'Woe to the country in which political hypocrisy first calls the people almighty, then teaches that the voice of the people is divine, then pretends to take a mere clamor for the true voice of the people, and, lastly, gets up the desired clamor'...Our faith in the Democratic principle rests upon the belief that intelligent men will see that their highest political good is in liberty, **regulated by just and equal laws**...**We confront the dangers of suffrage by the blessings of universal education**... as popular suffrage is the broadest base, so, **when coupled with intelligence and virtue**, it becomes the strongest - the most enduring base on which to build the superstructure of government."

By "universal suffrage," Garfield meant people (adult men) of all classes and stations of life (whether property owners or not), being permitted to vote. What Garfield meant by "universal education" he does not say in this speech. Yet, he does mention the need for virtue, and does not fall into the common idea that mere literacy, etc., will save the Republic.

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Along these lines, notice the words and warnings of Lyman Beecher:

Lyman Beecher's, *Necessity of Education* (from before 1848):

"We must **educate**, or we must perish from our own prosperity...What will become of the West, if her prosperity rushes up to such a majesty of power, while those great institutions linger which are necessary to form the mind, and the conscience, and the heart...The great experiment is now making...in the West, whether the perpetuity of our republican institutions can be reconciled with universal suffrage. Without the education of the head and heart of the nation, they cannot be...I perceive a spirit of impatience rising, and distrust in respect to the perpetuity of our republic. I am sure that these fears are well-founded, and am glad that they exist...No punishments of Heaven are so severe as those of mercies abuses...No spasms are like the spasms of expiring liberty...May God hide me from the day when the dying agonies of my country shall begin!"

1. What did Beecher mean by education saving the Republic?
2. How do we reconcile the fact that totalitarian governments also advocate "education" to preserve their status quo?
3. What were the mistakes many of our forefathers made about education? What prompted these mistakes?

Benjamin Rush (1746-1813) was one of the leaders in the American Revolution, and was a signer of the *Declaration of Independence*. He had much to say about the nature of the education needed to preserve the Republic. While he did not foresee the dangers of public education that would arise, he did attempt to keep it linked to the Bible. When many public schools stopped using the Bible as a textbook, Rush proposed that the government require it, as well as furnish Bible to every family at public expense.

In 1786, Benjamin Rush produced his plan of education for the country titled, *Thoughts Upon the Mode of Education Proper in a Republic*. In this paper, we can find the foundations of all that is wrong, and much that is right (or should be). For example, Rush argues:

"Our schools of learning, by producing **one general and uniform system of education**, will render the mass of the people more homogeneous and thereby fit them more easily for uniform and peaceable government."

He then shows the type of education he proposes:

"I proceed, in the next place, to inquire what mode of education we shall adopt so as to secure to the state all the advantages that are to be derived from the proper instruction of youth; and here I beg leave to remark that the only foundation for a useful education in a republic is to be laid in RELIGION. Without this, there can be no virtue, and without virtue there can be no liberty, and liberty is the object and life of all republican governments...I had rather see the opinions of Confucius or Mohammed inculcated upon our youth than see them grow up wholly devoid of a system of religious principles. But the religion I mean to recommend in this place is the religion of JESUS CHRIST...Do we leave our youth to acquire systems of geography, philosophy, or politics till they have arrived at an age in which they are capable of judging for themselves? We do not."

1. What do you see wrong with his proposals?
2. What (if anything) do you see right?

In deciding these questions, let us allow Rush some further explanation:

"In order more effectually to secure to our youth the advantages of a religious education, it is necessary to impose upon them the doctrines and discipline of a particular church. Man is naturally an ungovernable animal, and observations on particular societies and countries will teach us that when we add the restraints of ecclesiastical to those of domestic and civil government, we produce in him the highest degrees of order and virtue. That fashionable liberality which refuses to associate with any one sect of Christians is seldom useful to itself or to society...Far be it from me to recommend the doctrines or modes of worship of any one denomination of Christians. I only recommend to the persons entrusted with the education of youth to inculcate upon them a strict conformity to that mode of worship which is most agreeable to their consciences or the inclinations of their parents...Under this head, I must be excused in not agreeing with those modern writers who have opposed the use of the Bible as a schoolbook...The first impressions upon the mind are the most durable..."

" I do not mean to exclude books of history, poetry, or even fables from our schools. They may and should be read frequently by our young people, but if the Bible is made to give way to them altogether, I foresee that it will be read in a short time only in churches and in a few years will probably be found only in the offices of magistrates..."

"To assist in rendering religious, moral, and political instruction more effectual upon the minds of our youth, it will be necessary to subject their bodies to physical discipline...To obviate the inconveniences of their studious and sedentary mode of life, they should live upon a temperate diet...They should avoid tasting spirituous liquors. They should also be accustomed occasionally

to work with their hands in the intervals of study and in the busy seasons of the year in the country. Moderate sleep, silence, occasional solitude, and cleanliness should be inculcated upon them..."

"I cannot help bearing a testimony, in this place, against the custom which prevails in some parts of America (but which is daily falling into disuse in Europe) of crowding boys together under one roof for the purpose of education. The practice is the gloomy remains of monkish ignorance and is as unfavorable to the improvements of the mind in useful learning as monasteries are to the spirit of religion. I grant this mode of secluding boys from the intercourse of private families has a tendency to make them scholars, but our business is to make them men, citizens, and Christians. The vices of young people are generally learned from each other."

"...The first twelve years of life are barely sufficient to instruct a boy in reading, writing, and arithmetic. With these, he may be taught those modern languages which are necessary for him to speak...."

Rush also wrote:

"Let us try the effect of banishing the Latin and Greek languages from our country...They consume the flower of human life..."

He felt that they open up bad literature, and are as ruinous as alcohol and slavery. By 1791, Rush wanted the "classics" banished from education:

"It is high time to cease from idolizing the idolatry of Greece and Rome...spending time in studying Greek and Roman fictions is only laboring to be more ignorant."

"To spend four or five years learning two dead languages, is to turn our backs upon a gold mine..."

Oftentimes, the mistakes of good men are preserved for posterity, while their common sense or wisdom is forgotten. The U.S. would go on to establish public education, which would end up being a church of Humanism (Potter, *Humanism: A New Religion*, 1930), devoid of the Bible, teaching sodomy, fornication, etc.