

6T Testimonies for the Church. Section 3—Education

“The Lord giveth wisdom: out of His mouth cometh knowledge and understanding.”

Chapter 17—The Need of Educational Reform

“And they shall build the old wastes, they shall raise up the former desolations, and they shall repair the waste cities, the desolations of many generations.” “And thou shalt be called, The repairer of the breach, The restorer of paths to dwell in.” Isaiah 61:4; 58:12. These words of Inspiration present before believers in present truth the work that should now be done in the education of our children and youth. When the truth for these last days came to the world in the proclamation of the first, second, and third angel’s messages, we were shown that in the education of our children a different order of things must be brought in; but it has taken much time to understand what changes should be made.{6T 126.1}

Our work is reformatory; and it is the purpose of God that through the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing. In our schools the standard of education must not be lowered. It must be lifted higher and still higher, far above where it now stands; but the education given must not be confined to a knowledge of textbooks merely. The study of textbooks alone cannot afford students the discipline they need, nor can it impart true wisdom. The object of our schools is to provide places where the younger members of the Lord’s family may be trained according to His plan of growth and development. {6T 126.2}

Satan has used the most ingenious methods to weave his plans and principles into the systems of education, and thus gain a strong hold on the minds of the children and youth. It is the work of the true educator to thwart his devices. We are under solemn, sacred covenant to God to bring up our children for Him and not for the world; to teach them not to put their hands into the hand of the world, but to love and fear God, and to keep His commandments. They should be impressed with the thought that they are formed in the image of their Creator and that Christ is the pattern after which they are to be fashioned. Most earnest attention must be given to the education which will impart a knowledge of salvation, and will conform the life and character to the divine similitude. It is the love of God, the purity of soul woven into the life like threads of gold, that is of true worth. The height man may thus reach has not been fully realized. {6T 127.1}

For the accomplishment of this work a broad foundation must be laid. A new purpose must be brought in and find place, and students must be aided in applying Bible principles in all they do. Whatever is crooked, whatever is twisted out of the right line, is to be plainly pointed out and avoided; for it is iniquity not to be perpetuated. It is important that every teacher should love and cherish sound principles and doctrines, for this is the light to be reflected upon the pathway of all students.{6T 127.2}

The Deliberate Dumbing Down of America, by Charlotte Thomson (1999).

Charlotte Thomson Iserbyt served as the Senior Policy Advisor in the Office of Educational Research and Improvement (OERI), U.S. Department of Education, during the first term of U.S. President Ronald Reagan, and staff employee of the U.S. Department of State (South Africa, Belgium, South Korea).

“This book is simply a history book about another kind of war:

- one fought using psychological methods;
- a one-hundred-year war;
- a different, more deadly war than any in which our country has ever been involved;
- a war about which the average American hasn’t the foggiest idea.

“The reason Americans do not understand this war is because it has been fought in secret—in the schools of our nation, targeting our children who are captive in classrooms. The wagers of this war are using very sophisticated and effective tools...”

Dumbing Us Down, John Taylor Gatto (1992).

John Taylor Gatto taught for nearly 30 years and was awarded “New York City Teacher of the Year” three times and “New York State teacher of the year” in 1991, the year he quit.

“Was it possible I had been hired not to enlarge children’s power, but to diminish it? That seemed crazy on the face of it, but slowly I began to realize that the bells and the confinement, the crazy sequences, the age segregation, the lack of privacy, the constant surveillance, and all the rest of the national curriculum of schooling were designed exactly as if someone had set out to prevent children from learning how to think and act, to coax them into addiction and dependent behavior.

A Nation at Risk: The Imperative for Educational Reform, by The National Commission on Excellence in Education (April 1983).

A Report to the Nation and the Secretary of Education United States Department of Education.

“If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war...”

“On the occasion of the Commission's first meeting, President Reagan noted the central importance of education in American life when he said: "Certainly there are few areas of American life as important to our society, to our people, and to our families as our schools and colleges." This report, therefore, is as much an open letter to the American people as it is a report to the Secretary of Education. We are confident that the American people, properly informed, will do what is right for their children and for the generations to come.”

The Case Against Grades, by Alfie Kohn (Educational Leadership, November 2011).

<http://www.alfiekohn.org/article/case-grades/>

Deschooling Society, by Ivan Illich (2000).

<http://www.preservenet.com/theory/Illich/Deschooling/intro.html>

The Teenage Liberation Handbook: How to Quit School and Get a Real Life and Education, by Grace Llewellyn (September 1, 1998).