



GLENN J. KIMBER ACADEMY

GOD • FAMILY • COUNTRY

Session 2

Organizing to Achieve Religious And Moral Values

Presented by

Glenn J. Kimber, PhD
President, Glenn J. Kimber Academy

John Dewey: His Un-ADewing@ of True Education

(Excerpts from "Home and Private Schooling – Restoring America's Educational Dream"
by Dr. Glenn and Julianne S. Kimber, 2005)

America=s Little Red SchoolhousesB The _____ Education in the World

As our nation grew in population [during the 1800s], the desirability to Apool resources@ became an efficient method of survival. Neighborhood Abarn-raising,@ county fairs, and a spirit of community cohesiveness created a climate for the development of Athe little red schoolhouse.@ Says the *Shift in Focus* report:

AThe >Little Red Schoolhouse= was the result of several families pooling their resources, but it largely retained the _____ school orientation. The focus was on making sure that students had the ability to function _____ in their future, which was, by and large, a predictable one.@ (Op. Cit.)

It was fortunate for America that the Creator placed upon this continent one of the greatest educators of all time. His name: William Holmes _____. This gifted teacher and writer produced a set of educational primers which included all the aspects of high _____ character and God-_____ principles, while at the same time teaching the basics of academics.

By the mid-1830s, McGuffey began publication of his famous *McGuffey* _____. His books were indicative of the original cycle of American education, with a strong emphasis on the A_____.@ ... McGuffey=s works...placed a strong significance on _____ values, together with the mandates of _____ and the qualities needed to develop _____ character. There were frequent references to the Ten Commandments, the Golden Rule, and popular Bible stories.

Parents and community leaders alike expected both the _____ and _____ to drill into the students the necessity of being trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent. These principles not only became incorporated in the laws of the Boy Scouts of America, but likewise were included in the routine disciplines of every Alittle red schoolhouse@ across the nation.

This formula for education propelled America into world leadership, not only in education, but in industry, science, medicine, and agriculture, which produced an enviable standard of living. It also generated the most charitable nation the world has ever known.

By 1905, though a tiny nation with less than six percent of the world=s population, America was producing more than _____ of the world=s developed wealth. Country after country strived to emulate America=s educational and governmental system of success.

The world began to look to America for all the best and greatest opportunities. Students from countries everywhere came to America to learn the leading edge information that the country had to offer. _____ was indeed the sign of the times.

It Wasn't Broken So Why Did Scholars Want to Fix It?

...The balance of society was beginning to fulfill a dream for some of the so-called A_____ scientists of the day. Under the pretense of _____ education, they began pushing a system which shifted the focus of education away from the needs of the _____.

They began to concentrate their efforts to see that education would serve what they saw as the needs of _____. Hence the _____ became more important than the _____. These social scientists also abandoned McGuffey and any God-centered concepts. Instead, they focused their attention on the philosophies of a scholar named _____.

In the _____, about the same time McGuffey was developing his primers, Horace Mann began a crusade against the McGuffey concepts of moral education. Mann espoused the idea that the authority and responsibility of education should be shifted from the _____ to the _____. His philosophies and concepts included:

- Children should no longer be held _____ for their natural instincts of behavior, but were to be looked upon as innately good.
- An _____ educational establishment was organized to A_____ our society through their manipulated opinions of how education should be administered.
- _____ was to be Athe _____ of all things Bnot God.
- Children were now to be taught that there are no _____ values of right and wrong and that one's decisions are always based on particular _____ at the time.

Horace Mann further stated:

What the _____ has been for medieval man the _____ school must become for democratic and rational man. _____ will be replaced by the concept of the _____ good....The common _____ shall create a more far-seeing intelligence and a _____ morality than has ever existed among communities of men. (Ibid., p. 32)

Horace Mann continued to promote his educational philosophies, and convinced many parents that their children had a _____ to education, and that the _____ ought to see that they got their rights. His goal was to create a _____ school system, and his vision was that _____ would become the _____ of society. He wanted a new _____, with the _____ as its true _____, and education as its _____.@ (*The Messianic Character of Education* by Rousas J. Rushdoony, [Nutley, N.J., Craig Press, 1968], p. 21)

John Dewey Creates the System to Incorporate the Philosophy

Once Horace Mann's ideas were in place, a man came along by the name of John _____. He too believed in the Messianic character of education,@ but took Horace Mann's philosophies one step further and organized them into an educational _____.@

John Dewey also incorporated into his system his own philosophies that he had developed over many years of selective study. In _____, John Dewey published his book *Democracy and Education*, in which he advocated an entirely new, revolutionary approach to child _____. The American schools have never been the same since.

John Dewey called his brainchild a _____ education,@ but even liberal educators such as Robert M. Hutchins called his whole conception _____ education.

Dewey received his Ph.D. from Johns Hopkins where G. Stanley Hall, a disciple of the German philosopher, Wilhelm Wundt, indoctrinated him with the vision of a _____ state with the _____ serving as the change _____ to bring it about in our generation.

Democracy in Education turned out to be a planned pattern of anarchy in education. Something called a _____ = became the goal instead of a _____.@ Nothing but the most casual reference was made to English grammar, ancient history, U.S. history, geography, the classics of Western civilization, or even the basic sciences. School was to be just _____, with each student doing his _____ thing in a climate of permissive, unstructured confusion.

Contemporary educators of national stature treated Dewey with respectful demeanor but expressed professional horror when they saw what Dewey was promoting as Progressive education.@ Robert M. Hutchins declared: AHis book is a noble, generous effort to _____ problems through the education system. Unfortunately, the methods he proposed could _____ solve these problems; they would merely _____ the educational system@ (*Great Western Books*, vol. 1, p. 15).

In practice, Dewey practically threw traditional Abook learning@ out the window. Dr. Hutchins wrote: AThe disappearance of great books from education and from the reading of adults constitutes a calamity. In this view, education in the west has been steadily

deteriorating; the rising generation has been _____ of its _____; the mess of pottage it has received in exchange has not been nutritious; adults have come to lead lives comparatively _____ in material comforts and very _____ in _____, intellectual, and _____ tone@ (*Ibid.*, *preface; pp. xii, xiii*).

Dewey looked upon the schools as a wonderful opportunity to _____ the American _____ in the virtues of a glorious age where private property, the free market, open competition and profits would all be _____. He visited the Soviet Union in the late 1920s and, instead of recognizing the wasteland of revolutionary desolation and the widespread destruction of human values, he blissfully described it all as Aa popular culture impregnated with esthetic _____@ (John Dewey, *Impressions of Soviet Russia*, [New York; 1932], p. 22).

Long before, in 1904, he had joined the faculty of the Teachers College at _____ University. He had then teamed up with James Earl Russell, the dean of the Teachers College, who was also a student of Wilhelm Wundt, and together they had worked for a quarter of a century diligently building this branch of Columbia University into the largest institution in the world for the training of _____. By 1953, about one-third of all the presidents and deans of teacher training schools in America were graduates of Columbia=s Teachers College.

AToday we are reaping the tragic results of the pedagogical misery that America inherited from Dewey=s misadventure in _____ education. At the same time we rejoice in the five recent surveys by top professional teachers that recognize the need to divorce Dewey and get back to excellence in American education.@ (W. Cleon Skousen, editorial, *The Freeman Digest*, May 1984)

John Dewey built his entire program on the educational concepts of _____. To understand the depths of these anti-God ideas, a closer look at what Humanism really is will be very beneficial. Here is a summary of the beliefs of secular humanism as described in the pamphlet AWeep For Your Children@ by Dr. Murray Norris:

ATo most people, Humanism sounds almost nice. After all, if you are >human= it means you are kind and thoughtful and possess the many other _____ that make you >human.=

ABut if you are a Humanist, you do not believe in God; you _____ the moral values taught by _____ and _____; you believe in suicide, abortion, divorce, euthanasia, and complete sexual freedom to commit adultery, fornication, and all types of sex perversions....

ATouchstone of the Humanist philosophy is the Humanist Manifesto II, written in 1973, to replace Humanist Manifesto I, written in 1933. This Manifesto affirms the beliefs of Humanists in suicide, abortion, euthanasia, sexual

perversions, and divorce. It talks about freedom and world peace, but insists that there is no _____, no life _____, that _____ can make his own _____, his own _____, his own _____.

In practice, Humanists are adamant that _____ shall not teach anything that interferes with their promotion of the evolution theory (which many textbooks insist is fact) or that allows a child to learn about God in school....

Typical of the attitude of Humanists, is this creed from the British Humanist Association:

I believe in no God and no hereafter. It is _____ to indoctrinate children with such beliefs. _____ have no right to do so, nor indeed have _____. I believe that _____ education and _____ in school should be eliminated. I believe that denominational schools should be _____... I believe that children should be taught religion as a matter of historical interest, but should be taught about all religions, including Humanism, Marxism, Maoism, Communism, and other _____ of life. They must also be taught the _____ to religion. I believe in a non-religious social morality....

Unborn babies are not _____; I am as yet unsure whether the _____ handicapped are people in the real sense.

I believe there is no such thing as _____ to be _____ and no life beyond the grave but death _____....=

This is only part of the beliefs of Humanists who are now promoting their religion in our public schools. Humanism was twice declared to be a religion by the U.S. Supreme Court, once in 1964 and again in 1969. (Dr. Murray Morris, *Weep For Your Children*, published by Christian Family Renewal & Valley Christian University, Clovis, CA, 1977, pp. 3-4)

The closeness of Dewey to these concepts can be borne out in the fact that:

John Dewey _____ the Humanist Manifesto, consenting to the false principles it contained. These principles include atheism, evolution, society-based values, immorality, and the acceptability of euthanasia and suicide.

He was the _____ president of the American Humanist Association.

He _____ the philosophies of the Humanist Manifesto to his system of public education.

He believed that humanism was actually a religion, and that the _____ are the _____.

He emphasized a social _____ @ as the _____ of the public schools in order to promote a state-consciousness. @

John Dewey himself admitted his atheistic beliefs when he declared:

A Faith in the prayer-hearing God is an _____ and _____ faith. There is no God and there is no soul. Hence, there are no needs for the props of traditional religion. With dogma and creed excluded, the immutable truth is also dead and buried. There is no room for _____, natural law or _____ absolutes. (John Dewey, *A Soul-Searching*, @ *Teacher Magazine*, September 1933, p. 33)

What an amazing contrast these ideas are compared to the Bible-based ideals that were part of America=s beginnings!

Although, at first, the philosophies of Horace Mann and the system proposed by John Dewey were _____ by many Americans, our society is now reaping the whirlwind of their entrenched ideologies. Generally speaking, the majority of twenty-first century students are now graduating from the Public School System:

- \$ Dumbed down, lacking comprehension
- \$ Self-centered
- \$ Without the ability to _____ for themselves
- \$ Oriented towards a _____ to make money, not to _____ others
- \$ Without faith or a belief in a _____
- \$ Without an understanding of America=s _____ roots
- \$ With a little bit of knowledge about a myriad of disconnected subjects, based on a system of getting A _____ @ in order to graduate
- \$ Believing that the world will simply be blown up some day, so why try?
- \$ Believing that the U.S. Constitution is out-_____ and that it is unfortunate that they live in this country
- \$ Believing that _____ is the most important thing a person should know how to do
- \$ Believing that science _____ there is no God
- \$ Lacking a sense of _____ and ethical _____
- \$ Lacking self-discipline
- \$ Disrespecting any authority figure

The list goes on. It is apparent that Dewey has been extremely _____ in his goals to capture Americans inside the web of a godless culture. It is simply an extension of Lucifer=s plan to frustrate the progress of his choicest and most valiant spirits of these last days.

Un-doing Dewey and these demonic philosophies, is indeed a difficult swim upstream, to say the least. It is therefore highly important for parents, teachers, and students to:

- First, see and understand where we are in education _____,
- Second, take some time to de-toxify from the _____ philosophies, and
- Third, begin again to _____ our educational base of God-centered education.

Change of thought, however, cannot happen over-night. It took Dewey and Mann fifty years to implement their godless plan. But God is faster. His day is here, and He is on our side.

They thought they could “dew” it, but with God we know we can re-do it, and do it _____!

Dewey’s Educational System

Students who study the philosophies of John Dewey soon learn that he patterned his _____ of education around two main beliefs:

First, he said that _____ are the biggest enemy to education. He wrote that since children look to their mothers for their guidance, and fathers for acceptance, mothers will “_____” their children’s education by telling them that Godless educational concepts are wrong. He believed that _____ and _____ papers could be used to replace Mothers’ views.

Secondly, since Dewey believed that _____ beliefs must be eliminated from all public education, he felt this plan could be accomplished by separating children from their siblings throughout their educational experience, and then teaching each age different _____.

Dividing the Family Unit

As schools spread throughout our growing nation, these philosophies and plans began to be put into place. Students were stratified into _____ according to _____. This is called “age group _____.”

Students were also positioned in different school buildings. This is called “age group _____.” To accommodate Dewey’s philosophy and system of segregation, funding was provided for building (1) elementary schools, (2) middle schools, and (3) high schools. Students then would be progressing from location to location, as well as from age level to age level. Funding had to be expanded further to accommodate this system with school buses.

This routine might prove to be one of the major sources underlying today’s educational dilemma. It is doubtful that “age group segregation” is _____ for *any* educational organization. To understand why, let us look at a hypothetical example.

Imagine what would happen if a _____ built three chapels at different locations throughout the community, so the leaders could “segregate” their members by age. One chapel would be for the _____ children. The second location would house the pre-high school age, and the teenagers would be _____ to a third chapel. Any _____ who might wish to attend would be restricted to evening services or when church is not in session for the youth. Family members would not attend church _____.

It is obvious that “segregation” practiced in this manner would be highly impractical. It would frustrate the goals of the church – which are to _____ its members and _____ the families.

Peer Pressure—The Beginnings

One of the unique by-products of “segregation” that is not prevalent under “integration” is an acceptance craving called _____ pressure. Researchers are surprised to find that this desire to be accepted by one’s classmates in school is now the most potent force in the life of young people. This pressure reaches maximum intensity in the _____ years. To many, peer acceptance has replaced traditional family and church loyalties. It is natural to want to be accepted by those with whom we associate, but an over-abundance of this powerful “_____ pressure” can actually be used to create “_____” loyalties.

Peer pressure begins to germinate in the elementary years and matures under the segregated age group system. As students advance from kindergarten to high school, they are constantly put in a mind set where they can’t wait to be the “top dog” at each school. When they and their peers are the oldest in school, they pride themselves in being the models all other students want to emulate. They know that at the end of the school year, they will be thrust back to being the youngest group again, so they purposely flaunt their favored status while it is theirs.

Some say these forward-backward changes are good for children, and prepare them for the “real world”. Others warn that these transitions nourish the roots from which peer pressure blossoms. Experts point out that students do best when they have the combination of older associates to emulate and younger students to guide.

This is especially significant when personality growth patterns are studied. For example, at the same time that he is viewed as the role model for the whole elementary school, the sixth grader is going through one of his toughest years. In fact, one best selling author describes this age as one of “anarchy”. In his popular book, *So You Want to Raise a Boy*, he writes:

“This period is characterized by a scratchy personality, open resistance to authority, indifference to parental standards, daydreaming, independence, and sometimes downright defiance.” (P. 159)

These youngsters need to have someone older to follow. They are certainly not in a position to be the best examples themselves. Without older students to emulate, they are left to look to their own age for both acceptance and leadership. Experts say that during the elementary years, the sixth grade is the most powerful setting for the intensification of peer pressure. It is interesting to note that when students of *all* ages attend school in the same building – like a Church –this traumatic experience of intense peer acceptance rarely occurs.

From Peer Pressure to Gang Mentality

A look at the student ready to enter the first year of public high school also provides an example for concern. When they have left elementary school, and then “muddled” through middle school, students lose the security of being the oldest in class when they enter high school. They don’t know their way around the school. They don’t know the teachers. They feel out of place. Often older students treat them with contempt by making fun of their ignorance of the system and by making them the object of pranks and demeaning tricks. This causes the new students to feel ostracized and totally shut out.

At the same time all this is happening to the new high school student, he will go through another crisis in personality development. A boy at this time of life “...is potentially everything yet practically nothing. He is mostly something about to be. His voice is changing. His chin is sprouting a fuzz. He is too big for little league but too young for junior league. He attracts girls but borders on convulsions when one gives him personalized attention. Junior talks big and things big, but somehow most things are just beyond his powers of fulfillment. Mother Nature seems to have him suspended in space – he knows he has just come from somewhere but he feels nervous about where he is going from here. As one expert put it, ‘His cake is only two-thirds baked!’” (*Ibid, p. 191*)

For girls, this is a particularly difficult time. Oh, to be a cheerleader! The hair must be just the right length and color (preferably blonde). Make-up must be applied with all the “in” shades (which can take hours in the morning before facing everyone at school). Fingernails – the longer the better. Style is everything. To be over-weight is practically the death-knell to any goals towards popularity and acceptance.

Unfortunately, when students feel like they must only think, act, and look like the popular crowd, “peer pressure” is all encompassing. For the next years, the younger high school students will do everything and anything to become accepted – even if it means abandoning family and church.

The personality traits of all ages from kindergarten through high school reveal more and more evidence that age group segregation does indeed remove family and religious beliefs and loyalties, by replacing them with pressure to be accepted by their peers.

Families Together Again

It is very important for students at the various critical ages to have younger associates attending school with them, so they are not placed in such an insecure position. At the same time, there is a natural tendency to protect and guide younger students—especially if they are family members.

At Kimber Academy, children are only separated into _____ groups:

Junior-A Class (ages 6 – 8)

Junior-B Class (ages 9 – 11)

Senior Class (ages 12 and up)

This class organization follows the personality _____ of children from ages 6 through their teen years. It also allows family members to learn _____. Learning together is especially important when religious lessons and moral values are included in every subject.

A comparison between the valueless education that Horace Mann and John Dewey designed, and the Kimber Academy system of moral and religious values, will readily show why families learning _____ is of vital importance:

The Kimber Academy Values

1. Building and strengthening students' _____ of and _____ with Heavenly Father and their Savior
2. Building and strengthening students' relationships with their _____ and _____ members
3. Building students' understanding of their God-given _____ and a commitment to maintain them
4. Instilling within the students a _____ of learning
5. Instilling within the students a personal _____ of their education
6. Implementing intrinsic values to develop students' _____
7. Building students' _____ of the cognitive skills
8. Building students' mastery of each academic _____
9. Building students' mastery of financial _____

Session 3 will focus on why we teach each academic subject the way we do.

* * *

