

An Education About Education

Category: Education

The Devils in the Classroom

"You are of your father the devil, and the desires of your father you want to do, he was a murderer from the beginning, and does not stand in the truth, because there is no truth in him. When he speaks a lie, he speaks from his own resources, for he is a liar and the father of it."

John 8:44

Example A)

"I have never let my schooling get in the way of my education."

Mark Twain

Example B)

"Education is not the filling of a bucket, but the lighting of a fire."

W. B. Yeats

Example C)

"Tell me and I forget.
Teach me, and I may remember.
Involve me and I learn."

Ben Franklin

Example D)

“Men are born ignorant and not stupid. They are made stupid by education.”

Bertrand Russell

Example E)

“We are faced with the paradoxical fact that education has become one of the chief obstacles to intelligence and freedom of thought.”

Bertrand Russell

Example F)

“Most people would rather die than think. In fact, most do.”

Bertrand Russell

Example G)

“Without education, we are in a horrible and deadly danger of taking educated people seriously.”

G.K. Chesterton

Example H)

“It’s always a much easier task to educate uneducated people than to re-educate the mis-educated.”

Herbert Shelton

Example I)

“Great is the power of steady misrepresentation.”

Charles Darwin (speaking about science and others’ writings)

Example J)

“Haeckel’s faked embryo drawings are still used in science text books because, according to some Darwinists, ‘It is okay to use some inaccuracies temporarily if they help you reach the students’.”

Anika Smith, Evolutionary News and Science Today

Example K)

“Forcing a religion on a child is as bad as child abuse.”

Richard Dawkins

Example L)

“It seems to me that telling children that they really, really believe that people who sin are going to Hell and roast forever... is a worse form of child abuse [than sexual abuse]. That will give more nightmares, that will give more genuine distress because they really believe.”

Richard Dawkins

Example M)

“Education is a subversive activity that’s implicitly in place in order to counter the prevailing culture, ...in many other schools in the country, is a deeply conservative culture.”

*Bora Zivkovic, [Scientific America](#)

*He pushed the NOMA model (non-overlapping magisteria Idea). Science is about facts and religions about values. Zivkovic maintained.

You cannot bludgeon kids with truth (or insult their religion, i.e., their parents and friends) and hope they will smile and believe you. Yes, NOMA is wrong, but it is a good first tool for gaining trust. You have to bring them over to your side, gain their trust, and then hold their hands and help them step-by-step. And on that slow journey, which will be painful for many of them; **it is ok to use some inaccuracies temporarily if they help you reach the students."

Bora Zivkovic

** Zivkovic admits that teaching bogus examples to kids, like Mickey Mouse's changing appearances over the years as an example of evolution in action may be factually incorrect, but it's not morally wrong.

"It is perfectly fine if they keep thinking that Mickey Mouse evolved as long as they think evolution is fine and dandy overall. Without Mickey, they may have become creationist activists instead... Better non-believers than creationists, don't you think?"

Bora Zivkovic

Food for Thought

Education has occupied my thinking for a very long time. From the age of 16 on, I hardly attended high school, partly because I was bored and partly because I was violent. It only took me one extra year to escape high school, but it was only one year, because the system did not want me to return. So, they gave me credits for running a pool hall, and my final quarter credit was bestowed for a doughnut-shared moment with a driver's education teacher.

Yet, I loved learning. I loved all national testing. I would be absent more than 100 days per year, but I always attended every national test day. I would skip school and read Shakespeare. Later, I came to understand that the teaching system was geared to favor anyone whose goal was to graduate, simply graduate, and move onto more of the same in college. For one who wanted to know why one was learning, the school system had no answer. Like Twain, I never let my schooling get in the way of my education.

Later, I would become a teacher, to everyone's surprise. But, I was grounded by two quotes, examples B and C.

"Education is not the filling of a bucket, but the lighting of a fire."

W. B. Yeats

"Tell me and I forget.
Teach me, and I may remember.
Involve me and I learn."

Ben Franklin

I try never to teach a concept that I cannot convince myself there is a good "why" for teaching. *Education is not about facts, it is about providing facts that lead to wisdom.*

Today's educational system, while waxing on and on about "independent thinking", absolutely loathes independent thinkers. While rattling on about "toleration", the system itself is intolerant. How did this happen? I can point to a few factors, but from my personal history as an education major, I would zero in on three:

A) Foremost, is what I mentioned above. That is, the educational system, the hierarchy, does not ask "why" we teach what we teach. Once, while teaching sixth grade (you teach art, math, English, science, et al), I asked myself "why" are we teaching science? I looked at the book and decided that most of the chapters were meaningless for the students. I had the students rip out 241 of the 322 pages in the book. I explained my thoughts on "why" to them. They listened.

I explained "why" we taught math. I taught it so they could figure out how much carpet was required for their living room and what the labor and material cost would be. I also insisted they be able to calculate 15%, 20%, and 30% off in their heads. "Why"? Because I wanted them to know the comfort of putting items into their carts at the grocery store and knowing that they hadn't spent more than the funds in their purses and wallets allowed. "Why" matters, and, yet, when I speak with teachers today, they act as if this is a cutting-edge idea.

- B) It is my view that the educational hierarchy, the folks in ivory towers, lack entrepreneurial spirits. Therefore, they provide curriculums that reward the mere repetition of facts. The system is not designed, as Yeats said, "to light a fire". They desire only to "fill the bucket". Our society rewards an entrepreneurial spirit, yet the school system does all it can to quench this spirit.
- C) Most teachers sense that what they are doing is unimportant, and it mostly is. So, instead of risking and attempting to change the system, they conform (the opposite of courage, someone once said isn't cowardice, but conformity). To stave off the feeling that gnaws at them that their work is meaningless, they lie to themselves and seek importance and purpose through their bully-pulpits, that is their place of power, their desk in front of the class or their podium in the lecture hall.

"Bully pulpit" was coined by President Teddy Roosevelt who referred to his office as his bully pulpit. He meant that he could advocate for any position he wished due to his office. It is my contention that yesterday's "advocate" is today's "pontiff." In other words, in the main, the education system's bully pulpits are manned by educators who "pontificate" rather than educate. Likewise, they advocate rather than educate. We are responsible for the indoctrination of our own children. A final point for consideration. We have allowed the educational system to become what it is. It is time we righted the ship.

The National Opinion Research Center at the University of Chicago puts the percentage of college professors who are Christian at 7. Think of that, 93 percent of college professors are non-Christian. Why are we surprised that our young people, impressionable as they are, would become imitators of the godless folks we've shipped them off to?

Bertrand Russell, a devout Atheist, contemplated the changes that had come to the education system during his lifetime I think. By the 1950's he appears to have become more suspicious of the educators we revere.

"We are faced with the paradoxical fact that education has become one of the chief obstacles to intelligence and freedom of thought."

Bertrand Russell

"Men are born ignorant and not stupid. They are made stupid by education."

Bertrand Russell

As early as the early 1900's, another thoughtful chap comically stated his disdain for "educated people". He knew the difference between education, as I speak of it, and education as it is today.

"Without education, we are in a horrible and deadly danger of taking educated people seriously."

C. K. Chesterton

A godless educational thought will bear fruit. The fruit is not merely an error, it is the lie.

The Devils in the Classroom

Charles Darwin published On the Origin of Species, by Natural Selection in 1859. He followed that up in 1871 with The Descent of Man. The following quote was aimed at scientists and their misrepresentations of his work.

"Great is the power of steady misrepresentation."

Charles Darwin

At this time in history, Darwin's observation still rings true. Both science and education in general now traffic in steady misrepresentation, propaganda, and outright lies. Think I'm exaggerating? Would you expect Atheist thinking to have more regard for truth or the position it is advocating?

I have previously covered the Piltdown Man Hoax and Margaret Sanger's shameless subterfuge. Both deserve review. Both are useful in discussions about "trust the science". Science, sadly, is in the hands of scientists, mostly Atheist scientists. Science, not always, but often, today is often pimped out for the position an educator or scientist is advocating for.

"Haeckel's faked embryo drawings are still used in science text books because, according to some Darwinists, 'It is okay to use some inaccuracies temporarily if they help you reach the students.'"

Anika Smith, Evolutionary News and Science Today

Reach? Reach? The conclusion is obvious, some things are more important than truth and intellectual integrity.

A simple question at dinner like the one below will normally start a nice discussion.

“Do you think it’s ever correct for a teacher or professor to distort the truth, or purposely misrepresent, or even outright lie to a student? I ask because I’ve learned a couple of things recently that have upset me.”

Normally, an interesting discussion can be had. Remember, the idea is to utilize this information in conversations and discussions. The more you try to do this, the more it becomes second nature to you.

Bora Zivkovic

Atheists commit a common error repeatedly. If you don’t believe me, revisit the “incest” topic. Richard Dawkins made the mistake of being too relaxed in front of a fawning audience, disciples all. So, he spoke too plainly. Charlatans should never make that mistake. The two ladies I featured from The Atheist Experience also spoke too plainly, as they were taking calls from adoring, like-minded minions.

The Atheist priests detest clarity about topics like incest, as they know that the common man will reject Atheism once he learns what they truly believe. So, the priests advise obfuscation, but their deacons often blurt out the ugly repugnant doctrines gleefully. Euthanasia, abortion after birth (though that is a nonsensical term), incest, and even free will, according to Atheism’s poohbahs, should be talked around and nodded at. Deceit is the game. The strategy is to disguise Atheism’s ugly beliefs.

But Atheism’s underlings and disciples trip up. I give you, a devil in the classroom special, Bora Zivkovic.

Bora was interviewed, and Bora did what he was coached not to do, he relaxed and told the truth!

Bora was blog editor at Scientific American.

Truthful Bora registered his thoughts:

“You cannot bludgeon kids with truth or insult their religion, (i.e., their parents and

friends) and hope they will smile and believe you.”

Now the lie!

“Yes, NOMA (a disproven maxim) is wrong, but it is a good first tool for gaining trust. You have to bring them over to your side, gain their trust, and then hold their hands and help them step-by-step.”

This instructor, now teaching in North Carolina, while a college instructor and blog editor at Scientific America purposely lies to your sons and daughters to gain their trust. Why? To remove them from their faith.

“And on that slow journey, which will be painful for many of them, it is ok to use some inaccuracies temporarily if they help you reach the students.”

“Reach” is used euphemistically for “to destroy their faith in God.”

Zivkovic admitted that he commended bogus examples to students to gain their trust in evolution (and to destroy their faith simultaneously). An example? Mickey Mouse cartoon changes over the years were used as examples of evolutionary theory in practice. Bora conceded that such skullduggery “may be factually incorrect, but not morally wrong”.

“It is perfectly fine if they keep thinking that Mickey Mouse evolved as long as they think evolution is fine and dandy overall. Without Mickey, they may have become creationist activists instead... Better non-believers than creationists. don't you think?”

Could Bora Zivkovic be clearer? Are you angry? You should be. Should your son or daughter or grandson or granddaughter be angry? Certainly! Bora plays them for the fool. While posing as a professor, he turns out to be a propagandist.

Did Bora lose his job over this? No. Was Bora reprimanded? No. But, Bora was rebuked online by his elders in the Atheist church, and the congregation members chimed in as well. Bora was unfazed as far as I could tell. But, he did lose his position at Scientific America. For this? No, for sexual harassment charges, multiple sexual harassment charges. Bora conceded he was guilty. But, the education system in North Carolina has taken him in, so, in case you were about to shed a tear for Bora, don't bother, he's well and in North Carolina lying to students there.

Bora is not alone. There are many articles about many Boras. It's his excessive arrogance that caused me to single Bora out. Here is Bora's view about education, and it is a common take these days on education.

"Education is a subversive activity that's implicitly in place in order to counter the prevailing culture..."

Bora Zivkovic, [Scientific America](#)

Education is now a subversive activity. Bora wants a societal upheaval. He is not alone. When one reads comments on Bora's comments, one finds scads of high school teachers singing his praises and sharing his sentiments.

Richard Dawkins

"Forcing a religion on a child is as bad as child abuse."

This is the famous phony who is a member of our Traveling Medicine Show troupe. He decries you teaching your child about God and truth. Yet, elsewhere he wants evolution taught "at least by age 5". I surely hope your disgust and distrust for this silly Brit are growing. He is your enemy.

"It seems to me that telling children that they really, really believe that people who sin are going to Hell and roast forever... is a worse form of child abuse [than sexual abuse]. That will give more nightmares, that will give more genuine distress because they really believe."

Richard Dawkins

He hates your God, you, and your child. Again, if you are talking to someone who is not Christian, you might ask,

"Do you think telling your child about God and eternal punishment is child abuse?"

It is a discussion opener. Just don't say it with too much disgust. Then just ask follow up questions as they come to you.

I will end by saying that, at times, Dawkins says that a child should be taken away from his or her parents if they are taught any religious faith.

Folks, they have declared war on you. You can either stand up and be counted or sit back and be conquered. They seek complete victory. But, the good news is they are more like fighting the Bowery Boys (look it up) than fighting a well-trained combat unit.

One concluding thought about today's educational system. Our society rewards the independent risk-takers among us. But, the education system does not attempt to identify these individuals. Instead, the system aims at simple conformity. The risk-takers are, by definition, non-conformists. All I am asking is this: are all students created by God with the same abilities, skills, leadership abilities, gifts, etc.?

Of course not. Then, why do we approach students and teach them as if all the students in the classroom are identical? The system, in my view, is set up to stifle the maverick and the maverick thought. The maverick thinker will build the factory and prove to be an innovator. Entrepreneurial types are made so by the Almighty. Let's strive to water and fertilize each student in accordance with how God has molded that student. That approach will be a death blow to conformity seeking education. You may be inclined to say that my proposal is ambitious. I would reply with a quote from Seneca, an old, old Roman.

"It's not because things are difficult that we do not dare, it's because we do not dare that things are difficult."