

# The Reformed Analysis

"For the Commandment is a lamp; and the Law is light; and reproofs and instruction are a way of life."  
Proverbs 6:23

An Analysis Newsletter for the Serious Christian Educator

November 2001

## The Destruction of History

American Philosopher, George Santayana (1863-1952) wrote: "*Those who cannot remember the past are condemned to repeat it.*"

The study of history is perhaps one of the most invaluable disciplines on earth. According to Noah Webster's 1828 definition:

*"History is the matter of record. An account of facts, particularly respecting nations, and states. A narrative account of events in the order that they happened."*

Webster then goes on to observe in his definition that the word *history*, which is derived from a Latin origin, lends itself to being defined as *a series of events which are of particular concern and importance*. Webster describes history as *"an object of concern for the mind."* According to the Greek origin of the word, history signifies knowledge and learning, which requires careful inspection and inquiry.

History takes many forms. There is governmental history, political history, economic history, the history of men and nations, the history of the church and of other religions. There is also the history of military conquests, law, commerce, industry. There is the history of words, of poetry, and of narratives. For everything that exists, or that has surfaced upon the face of the earth or the universe, there is a history attached to it.

Since history is actually an account of the introduction and development of a thing, history, in all its forms and subjects, is therefore very important.

### HISTORY NEEDS TO BE TRUTHFULLY DECLARED

History is the study of actual events that have come to pass over time, and so is a very important discipline. Since it is so important to our understanding and our future behavior, history must be portrayed in its absolute form. The declaration of historical facts must be set forth in its purest, truest form. If there is a meddling or promiscuous handling of historical data, the data becomes tainted, actual events are altered, and an inaccurate understanding occurs. Furthermore, if history is inaccurate or falsified even in the slightest fashion, improper conclusions inevitably will be drawn. If the data of history becomes corrupt by unscrupu-

lous handling and subjective interpretation, the facts no longer remain objective actual facts, but rather mere subjective opinions. Once falsified historical data is set forth as true, the analysis and assimilation of that data will yield false and improper ideology and action. The accurate reporting of history is then an essential tool for proper understanding, and thus, becomes invaluable for avoiding the destructive mistakes of the past.

### RESEARCH IS ESSENTIAL

Historians realize the importance of accurately gathering and relating historical data. These scholars painstakingly research, through a myriad of sources, in order to best understand and declare the facts of the periods of history they are studying. As with all research, if the facts are distorted, the overall picture becomes a lie. Honest historians, therefore, strive to follow an unspoken *ethical code* by gathering data truthfully in order to report *true* events. They understand the importance of history and are committed to its study.

### HISTORICAL REVISIONISTS

Historical revisionists are also acutely aware of the power of accurate historical data. However, historical revisionists do not hold to an ethical standard of objective truth. Their agenda has a different design. Revisionists are fully set upon the task of revising truth to promote their contrived ideology. To them, truth is of no consequence, so then is not an issue. Only the strengthening of the agenda is of any importance.

These revisionists know that the *objective*, in-depth, honest study of origins and historical developments will render their anti-Christian, socialistic agenda helpless, bringing about its collapse. However, by implementing a carefully planned strategy of *"re-education"*, the revisionists assault historical truth by either replacing truth with error, or re-interpreting the truth to prove erroneous ideologies. It is in this way that historical revisionists seek to change society for their own end.

## REVISIONIST'S ASSAULT ON EDUCATION

On November 6th, 1933, Adolph Hitler affirmed,

*"When an opponent declares, 'I will not come over to your side,' I calmly say, 'Your child belongs to us already... What are **you**? You will pass on. Your descendants, however, now stand in the new camp. In a short time they will know nothing else but this new community.'"*

And on May 1st, 1937 he further declared,

*"This new Reich will give its youth to no one, but will itself take youth and give to youth its own education and its own upbringing."*

This is precisely what Hitler's Minister of Education and Culture, Bernhard Rust sought to accomplish. The entire education policy and curriculum was dictated by both Hitler and Rust to insure that the "mindless man" would be re-educated according to the theology of the new Reich. At the center core of Hitler's new nationalistic state was the training of the youth of Germany.

Adolph Hitler, perhaps one of the greatest revisionists, hastily ordered the rewriting of all German textbooks. *Mein Kampf* was made "the official organ of the educators". In Hitler's own words, it was "the infallible pedagogical guiding star." Teachers who failed to see the work as such were immediately cast out, or re-trained in order to attain "certification" in Nazi Socialistic and Racist principles.

Only six years after Hitler's plan was set into motion on the unsuspecting people of Germany, academic standards began to drop significantly. Like our modern American government education institutions, Germany faced a severe intellectual, moral and motivational tailspin. This disintegration not only affected the academic community, but took significant tolls upon the national economic situation as well as the national defense. In fact, as a direct result of the perversion of true education, and the blatant disregard to present history in its proper light of fact, Germany, in every discipline was being jeopardized.

## LOCAL CONTROL VS STATE CONTROL

Prior to 1933, German public schools were controlled by the local authorities and the universities under the individual county states. Education was under the jurisdiction of the several localities. After 1933, however, all that changed. Each school was brought under the iron control of the Reich Minister of Education, Bernhard Rust. Deans, rectors and faculty were now directly appointed by that office of the new Reich. In addition to the select staff and the revised textbooks, Rust installed leaders and lecturers of the university student associa-

party. University students were mandated to become members of the student union, otherwise their university education rights would be terminated. Thus was the careful and strict control brought upon all teaching and learning in Germany.

## REVISIONIST STRATEGY

There can be little doubt as to the intent and purpose of the revisionists of our modern day. As it was in the Garden of Eden, so it is today. Man would be like God. Instead of simply knowing good and evil, modern man has reversed good and evil, making evil and good relative. Moral absolutes are looked upon as "intolerant" and "hatefully oppressive." Even those historical facts that remain intact are perverted by a new approach to its interpretation.

According to the anti-Christian agenda of the revisionists, whenever Scriptural standards are followed, it is done by ignorant and superstitious people. Consequently, in our new age of "Wisdom and Science", these Biblical "superstitions" must be done away with. Thus, the period of history which shows a great reverence for God and His Holy word are conveniently labeled, "The Dark Ages", as if to degrade the time when men praised God for His goodness and provisions. Why not call that period "The Age of Piety", or "The Age of Religious Devotion"? By annexing a bleak label to this period, historical revisionists subtly condemn the Dark Ages for their concern with the eternal.

While it may be somewhat true that the Dark Ages tilted heavily toward the eternal paradise hoped for in the after-life, it is irresponsible to portray the era as backward. The fact was, during the period of 476 A.D.– 1000's, life was hard. Moreover, it was uncertain. The time of the Middle Ages lacked technological advancement in the arts and sciences fundamentally because the people were burdened with the everyday affairs of survival. It is no wonder why these people looked to God in their affliction for comfort from the tragedies of everyday living.

In contrast to the labeling of the "Dark Ages", the period of secular humanism is nobly entitled "The Renaissance". During this period, widespread humanism and selfishness praised man as the creator, rather than God. The Renaissance man played down the Biblical truth of the sinfulness of mankind and reinvented God after his own image. At this time, man was considered to be "re-born" in order to freely do and create according to his own pleasure. It is then no mystery that it was the Ital-

ian Renaissance thinkers who labeled the period before them *"The Dark Ages"*. The men of the Renaissance were convinced that they had attained a new, heightened awareness of elevating themselves as the rulers of nature. The Renaissance man no longer was on a quest for his soul's relationship with God, he had a new agenda. He was now bent upon expounding, declaring and parading his own worth and glory.

### **AMERICAN RENAISSANCE REVISION**

When we conduct even a superficial analysis of the American education curriculum, we find the absence of God entirely. In virtually every subject God is purposely omitted. With every updated edition of the American textbook, the reality and influence of God becomes more and more obscure. Man has become the new *demi-god*. Education has become the Messiah and man's human wisdom is the answer to the world's problems.

Although *creation science* has a myriad of true and scientific explanations of the world and all that therein is, it has been replaced by the anti-Christian heresy of Darwinian evolution theory. The Darwinian heresy is then forced upon the children as truth, without equal time given for debate and consideration by Creationists. In fact, Creation Science is outlawed and labeled "religious". The ACLU (American Civil Liberties Union) claims that Creation Science is a Constitutional transgression. In point of fact, it is the forcing of Darwinian Evolution Theory that is unconstitutional. A few years ago, on a full page advertisement in the New York Times Magazine, the ACLU declared that the Bible has no Constitutional place in the education system. If this is the Constitutional case, then why do the Founders of the American Republic consistently and vehemently advocate and insist upon the use of the Holy Scriptures in both the schools and the government? What the ACLU has actually proposed is the introduction of a *"new bible"*. This bible is the bible of humanistic and anti Christian academics. The American Civil Liberties Union is not at all interested in liberty as in the classical sense of the word. Their propositions are vehicles of pagan and Marxist ideologies. Such system of philosophy can and will bring the American people into a dregs of darkness and the bondage from liberty.

Along with world and American history, literature has also been stripped of its original Christian influence. The modern literature of the public schools has been made void of God. Humanistic authors of poetry and prose have taken their place. Vulgarly is permissible, while piety associated with the Christian faith is censured.

### **THE RELIGION OF MAN**

Despite the absence of the Christian religion in the government schools, there is the very real and present influence of another religion; the religion of man. Secular humanism is as much a religion as any other false religion. It is based upon a theological assumption that man is the highest form of being, and therefore his wisdom and his laws reign supreme and absolute. Thus, the accountability of man is only to man. He is responsible to himself alone and his conscience is to be regarded as sovereign. Secular humanism is the "god" of the American Public school system, and all of its curriculum has been revised to promote the new regime of secular humanistic socialism.

### **THE RACIAL SCIENCES OF THE ACLU**

During the years following 1933, German textbooks were so thoroughly falsified that they became ridiculous. The teaching of the "racial sciences" were severely stressed, which exalted the German Arian race as superior in every detail. So superior were the Germans, that all other inferior races must then be eradicated from the face of the earth. At that time in history, the Jews were targeted. Today, it is the Christian. In our day all religion is tolerable, *except* the Christian religion. The hallucinations of the humanists have become contagious. Now, even Christians believe that education can be achieved without the inclusion of God.

Ask Christian parents whether or not they believe their children are receiving an honest, unbiased education in the secular government schools, and the answers may astound you. Yet, for all their defense, the facts remain the same. There can be no religious neutrality in any area of life. All life, especially education is approached from a theological bias. Either it is God centered, or it is NOT! One cannot serve two masters.

### **HISTORY IS HIS STORY**

A common catch-phrase for many professing Christians, is that history is actually *His* story. Such a declaration infers that all events which have come to pass, and all cultures that have been developed throughout time, tell something of the story of Christ. These events and cultural developments would necessarily include governmental patterns, military conquests, scientific developments, social and economic shifts, literary design, individual character development in the various portions of

ences. All these aspects must come into play if we are to take the proper approach in the study of history.

Although many Christians profess this idea verbally and perhaps intellectually, very few perform the teaching of history from this vantage point. Modern parenting has little to do with "antiquated" details about foreign and ancient cultures. It is simply viewed as an unimportant aspect of life. Christian parenting perhaps only goes as far as teaching portions of Old Testament history, and much of it is done insufficiently and inconclusively. There are no solidified applications of those accounts to modern day situations, because most of Biblical History is taught in the vacuum of the "Sunday School Mentality." Christian education has been reduced to a system of passive learning, rather than a pro-active influential tool for Christian conquest and dominion.

### **A PROBING QUESTION**

If it is true that each and every world event manifests an aspect of the providential sovereign rule and dominion of the Lord Jesus Christ, then why aren't Christian parents educating their children about history from this viewpoint? Why is history a "dull" subject for many parents and children?

One answer to this dilemma may be found in the attitude of the parents themselves. Perhaps they have yet to embrace the importance of the Word of God in its Historical significance and application. Many modern Christian parents still retain the poison of revisionist propaganda. They have bought into the lie that history is random, or that it is repetitious, or that it is merely a sequence of names, places, data and occurrences academically needful, but not particularly useful in the "real world".

### **HISTORICAL GUIDES**

*"Happy are the people whose annals are tiresome".  
Montesquieu*

*"Stand in the ways and see, and ask for the old paths, where is the good way, and walk therein, and ye shall find rest for your souls. But they said, We will not walk therein."  
Jeremiah 6:16 AV*

History provides for us a guide. It details a myriad array of circumstances, challenges, mistakes and victories. It shows us, in living reality, what happens when God's Law is obeyed as opposed to what happens when God's Law is forsaken. Not only are the Scriptures an Historical learning experience, but so are the events in the world throughout time. At every level of public education, (and now even Christian) from kindergarten through graduate school, the serious study of history has been on the decline. For more than 50 years there has been a sever drifting away from the study and appreciation of history as God's orchestration of events.

### **CONCLUSION**

Since history is the study of the past, with all its consequences of action paraded before us in detail, history becomes a time-line of counsel to those with proper insight. If the serious student of Holy Scripture was to review the orchestration of God's hand as it mightily appears through the history of the world, he would be well equipped with a precise and accurate plan for the future. A proper, God-fearing study of history is actually a safety feature for the well being of mankind.

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The Reformed Analysis is a Ministry of the Reformed Bible Institute For Christian Education. Donations are appreciated.