

Consequently, the Scriptures are designed for those who through faith in Christ have enrolled in the Divine Academy and have withdrawn from the Cosmic Academy. 1 John 2:

v 21 = I have not written to you because you do not know the truth (i.e., a student in the Cosmic Academy), but because you do know it (a student in the Divine Academy), and because no lie is of the truth.

5. A Greek-English Lexicon of the New Testament, 2nd ed., s.v. ">ALn'TheIA":

Truthfulness, dependability, uprightness in thought and deed; to tell the truth as per Ephesians 4:25. The content of Christianity as the absolute truth. Truth has the strongly practical side, which expresses itself in virtues like righteousness and holiness as per Ephesians 4:24. Reality.

The conclusions from our definitions so far are that truth is the sine qua non for:

1. The Scriptures
2. The Divine Academy
3. The Royal Family Honor Code

For a truth to be a truth it must be an absolute.

3. Absolute: *★ REVIEWED STUDY FROM CD/1114 TO CD 1141.*

Webster's New Collegiate Dictionary, 2nd ed., s.v. "absolute":

Free from imperfection; perfect. Positive, certain. Free from limit, restriction or qualification. Determined in itself and not by anything outside itself; intrinsic.

The American Heritage Dictionary, s.v. "absolute":

Philosophy: Something regarded as the ultimate basis of all thought and being. Something regarded as independent of and unrelated to anything else.

Unadulterated, unconditional and unqualified. Perfect, complete, independent, positive, certain.

★ ON VACATION. NO CLASSES TUES., AUG 11; THURS., AUG. 13; SUNDAY, BOTH SESSIONS, AUG 16; TUES., AUG 18, AND THURS., AUG 20, 1992.

*E - 8/9B ★
B - 8/23A*

*★ E - 8/23A
B - 8/23B*

Oxford English Dictionary, s.v. "absolute":

Free from all imperfections and deficiency. Considered only in its relation to a permanent standard; real; actual; opposed to those things which are relative and comparative. Free from all doubt or uncertainty. Free from conditions; unreserved, unqualified, unconditional.

4. Honor:Webster's New Collegiate Dictionary, 2nd ed., s.v. "honor":

Excellence of character; in men, integrity, uprightness; in women, purity, chastity. A sense of what is right, just and true.

Fastidious allegiance to the standards of one's profession, calling, or position. **Integrity:** Such rectitude that one is incapable of being false to a trust, a responsibility, or pledge. **Probity:** Tried and proved honesty or integrity.

Webster's Ninth New Collegiate Dictionary, s.v. "honor":

Fairness and straightforwardness of conduct. Implies a refusal to lie or deceive in any way. **Integrity:** Implies trustworthiness and incorruptibility to a degree that one is incapable of being false to a trust, responsibility, or pledge.

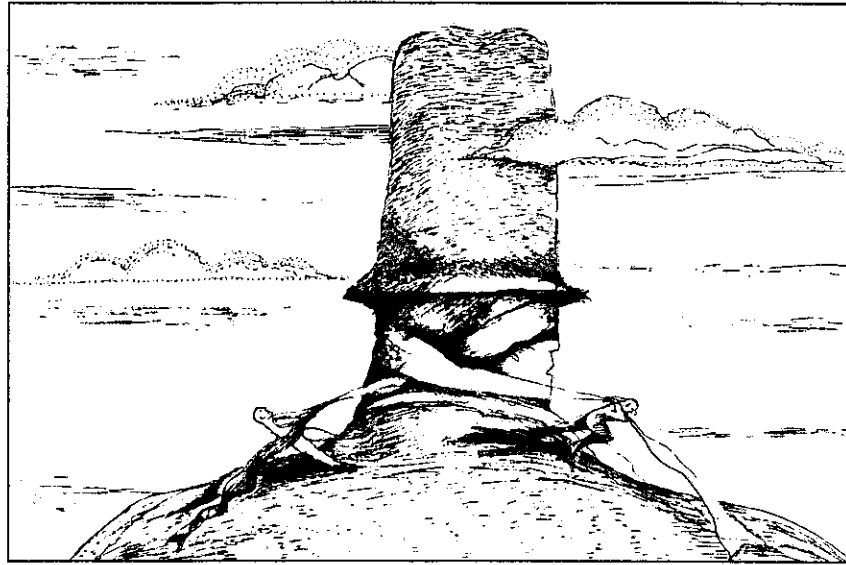
A keen sense of ethical conduct. To live up to and fulfill the terms of a commitment. Chastity, purity. Attesting to creditable conduct. Consistent with an untarnished reputation. Guided by a high sense of honor and duty. **Upright:** Marked by strong moral rectitude. A strict adherence to moral principles. Stresses adherence to such virtues as truthfulness, candor and fairness.

The American Heritage Dictionary, s.v. "honor":

Personal integrity maintained without legal or other obligation (genuine humility).

Ignorance and Freedom

by E. Christian Kopff



Anna Mycek-Wlodzki

“In a state of civilization,” opined Thomas Jefferson, it is not possible to be both ignorant and free. In Query XIV of his *Notes on the State of Virginia* Jefferson laid out his plan for public education. Every free man would learn “the most useful facts” from ancient and modern history. The “best geniuses” would go on to grammar school. “The learning of Greek and Latin, I am told, is going into disuse in Europe. I know not what their manners and occupations may call for: but it would be very ill-judged for us to follow them in this instance. . . . I do not pretend that language is science. It is only an instrument for the attainment of science. But that time is not lost which is employed in providing tools for future operation: more especially as in this case the books put into the hands of the youth for this purpose may be such as will at the same time impress their minds with useful facts and good principles.”

Important educators, including Benjamin Rush, attacked the traditional classical education, but the example and precept of Jefferson and other Founders kept America’s leaders educated for freedom and creativity by maintaining their direct contact with the languages that preserved the history of freedom and the works that exemplified and molded that history. Near the end of the 19th century America’s most prestigious universities, with Harvard in the lead, moved away from difficult foreign languages and replaced them with the study of “English.” (The victor’s history has been told by Gerald Graff in *Professing Literature: An Institutional History*.) It is perhaps not completely accidental that America gave up its direct contact with the tradition that developed democracy and republicanism at the same time that it started hiring police, instituting an imperialist and interventionist foreign policy, los-

ing its fear of a national debt, and replacing informed republicanism with the worship of flags and expensive public monuments. The disappearance of the old educational regime did not take place overnight, and America remained creative and strong, even as the basis of its traditional ideals of freedom were at first slowly and then more rapidly eroded.

The regime that runs America today is the heir, the legitimate heir, of the government that deserted republican education and foreign policy a century ago. When America first set foot on this path, William Graham Sumner warned that the early power and prosperity that was coming would lead in the end, and perhaps no very distant end, to bankruptcy and ruin. A century has gone by. We owe more than we can possibly repay. Our economy is being successfully cannibalized by harder working and better educated competitors. Most ominously, our educational infrastructure is in ruins. Since we spend so much money on it, we find this hard to believe.

In the late 40’s Japan and Germany looked out upon ruined cities and industries. Their educational systems, however, remained intact, and over the course of nearly two generations they worked their way back to world economic hegemony. In the 1990’s, Americans can still travel on roads and bridges and live and work in buildings, but our educational system is in worse shape than Dresden was after World War II. You can see and touch a physical ruin. You have to be educated, at least minimally, or in touch with educated people, to appreciate educational ruin. The works of Jefferson and Adams, of Hawthorne and Thoreau are in print. Oxford University Press keeps Plato and Aristotle, Livy and (last year for the first time) Sallust available in the original texts that Jefferson desiderated for full comprehension. Most Americans, however, cannot read any of these authors. They do not understand that they are borrowing a fortune to produce an educated elite fit for a Third World country.

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It is not just the horror of comparing Jefferson and Adams with George Bush and Bill Clinton, although the comparison is not unfair. We are talking, after all, about a Yale graduate and a Rhodes scholar. Neither of them can really speak English. Neither can write his own speeches or even his own letters. Yet there is no reason to think that they do not represent the *crème de la crème* of America's elite. They do not, however, seem to belong to the same species as Jefferson and Adams. The same is true of our literary and business elite. It is frankly humiliating to be present at a dinner with successful American academics and successful Europeans. Again one has the feeling of seeing two different species confront one another. This is the true horror of the situation. Trade balances can shift; debts can be repaid. A nation that has consistently thrown away the crucial years in which language and the higher mathematics can be mastered cannot win back the lost ground in its graduate schools. A visit to our best research labs and graduate programs shows at a glance that they are filled with foreigners, because Americans are too hopelessly ignorant to take advantage of them.

Of course, we have to know things, be trained in areas that Jefferson and Adams never dreamed of, and our children and grandchildren will have to know things and study areas that have not been invented yet. To be capable of training and retraining, however, you have to be educated. If the years before puberty are not spent learning languages and mathematics, Jefferson reminds us, "the mind becomes lethargic and impotent, as would the body it inhabits if unexercised during the same period." Our ruling elite faces a painful dilemma. If it does not move to junk the current educational establishment, America will not be able to catch up in another generation with the vastly better educated Japanese and Europeans in a future that will be dominated by high technology and new intellectual challenges. If it does move to educate all Americans, according to their ability, those educated Americans will repudiate the corruption, illiteracy, and innumeracy of a political class that has run our country into the ground.

Reform will not be easy. As with every other sector of our nation, from welfare to the army, the educational establishment is founded on the principle of entitlement, not accomplishment. It hates merit with all its not inconsiderable power, and rewards on the basis of status, race, and gender. Its curricula are arranged to award quotas of time to relevant interest groups. Serious attempts to assert the importance of objective minimal standards are treated as personal attacks on the minions of the regime and, of course from their perspective, that is precisely what they are. The educational establishment will fight to the death any attempt to impose real standards (such as a triple language requirement for anyone seeking teaching certification).

What specifically should children, in Jefferson's words, "say from eight to fifteen or sixteen years of age," be studying if the United States is to restore a legitimate regime and regain in a generation a competitive position in the world? (I assume that the current regime has utterly lost the confidence of the people and that there is no hope of our being competitive in the short run, say over the next decade or so.) Pupils need to be so rooted in mathematics that they may progress to geometry and algebra at least by high school. Of languages, they need especially to study Greek, Latin, and German—study them, that is, so that they will command

them before entering high school. Greek and Latin are the basis of the English of the professions and of most serious discourse. Works written in these languages include the founding documents of our literature, political thinking, and science. Those who know these works can participate in and contribute to our tradition. Those who do not are condemned to remain parasites, although perhaps hardworking and otherwise salutary parasites, like the Japanese. In the last several centuries, German has been a key scholarly language, and it will probably dominate the economic and perhaps the scientific world of the future.

Our first obligation is to transmit to Americans before puberty the basic intellectual tools, mathematical and linguistic, which will enable them to be full participants in our very creative European culture. These same tools will grant children access to our literary, artistic, political, and religious heritage. The last consideration intrigues me. Most of the Bible is written in Greek and Hebrew, and most important comment on it is in Latin and German. "Bible-believing" Christians are strongly opposed to learning these languages and allowing their children to study them. I wish I knew why. These tongues are the basis of creativity in the future, but they are also the languages through which we have access to Holy Scripture. My own church, the Lutheran Church-Missouri Synod, maintains a large school system, and it often points out in its official propaganda that Martin Luther advocated Christian education. It never mentions how much of Luther's writings on education is devoted to the importance of learning the Sacred Tongues. In some areas one can visit Lutheran schools that do not teach German, Catholic schools that do not teach Latin, and no Christian school teaches Greek. The laity demands no linguistic competence from the clergy, who make every kind of error in teaching and preaching a work that is officially proclaimed to be God's Word. Even churches with a heritage of scholarship and learning, such as the Catholic and Lutheran churches, have evolved into bizarre cults teaching silly mistakes rooted in misinterpreting translations. (Jacques Maritain complained that the French version of the Nicene Creed reintroduced Arianism.) If Christians do not care about education, why should other Americans?

It is increasingly difficult to pretend that ignorance of languages has no effect on the sciences now that we know that one of America's rare scientific triumphs of the past decade, the discovery of the HIV virus by Dr. Robert Gallo, was in fact due to Dr. Luc Montagnier of the Institut Pasteur of France. The precise details of malice and incompetence remain to be clarified. The affair could not have continued for a decade, however, if the American government and our scientific establishment were not monoglot, cut off from access to discovery in the rest of the world.

I am not arguing for an education for language teachers. We need teachers and scholars of language, but the educational value of language is rarely exemplified by "language professionals," as the value of education is virtually never found in "education professionals." We have stopped "communicating to the student the idea of Latin as a window," Ezra Pound wrote in his essay on "The Jefferson-Adams Letters." "If anyone had told me or any student of my undergraduate days that I would extend my Greek vocabulary because I have been infuriated to a curiosity as to the nature of money they would have been greeted by (let us hope at least bland) amazement." We may disagree on the value of the

creativity of Pound, Eliot, and Joyce, but they had the tools to create. Contemporary Americans have been denied those tools, although creativity is the only lifeboat away from the iceberg of debt and sterility that is sinking the good ship *Titanic* we are merrily sailing on.

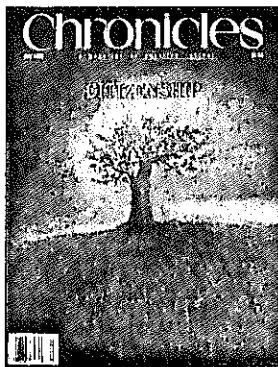
Our system does what it was designed to do. People riot over a 15-second videotape and feel no obligation to examine the entire record of the trial, nor even the entire 81 seconds of the original tape. They see a two-hour movie and know the secrets of the Kennedy assassination, without the burden of reading the 26 volumes of the Warren Commission and its 633-page report. They cannot understand or dream of the contempt that educated people feel for them. How could they? They have, after all, a right to their opinion, and they have no duty to ground that opinion in evidence weighed and judged with prudence and maturity.

You see, they have never been flunked. That is the real F-word of our society. The F-word one hears all the time is the leitmotiv of our popular movies. Flunking, on the other hand, has disappeared from popular consciousness. Recently a principal in Denver was suspended for changing some 35 failing grades, but the classes were remedial. In Europe as much as a third of a district may fail in the exams at the end of their equivalent of "high school." Those who failed study all sum-

mer and take the exams again in the fall, and most pass. (Some say that the fall exams are easier.) In America such an event is unthinkable. A university level regent says that students fail because of poor teaching. Even too many C's in a class are a basis for complaint to the dean. American students have the highest grades in the world, give their teachers good grades (B average) on student evaluations, and are happier about their public schools than many foreigners. (The Japanese are perennially worried about their schools.) We do not want to bore our children with dull subjects. We do not think with Ezra Pound that "subjects that have interested the best minds for three, five or twenty-five centuries are not perhaps very dull."

Is there any hope? Christians do not want their children to read the New Testament in Greek. Catholics do not care if their children can read Augustine or Aquinas in Latin. Lutherans are indifferent to their young people's understanding Bach or Luther as they wrote or sang. The secular American is content to see our science graduate programs filled with foreigners because young Americans do not want to get into them. If America's hope lies in teaching its young people math and difficult languages and failing those who cannot or will not learn, then let us speak frankly. The Statue of Liberty will need a new motto: *Lasciate ogni speranza, voi ch'entrate!*

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SAT., 1 Aug. '92

p. 2B

Religion And Politics

Cal Thomas should be applauded for giving us a look at the Clinton-Gore team from an angle that has hardly been touched upon by the media. In his July 27 column, "Clinton, Gore Distort Scripture's Teachings," Thomas really gives us something to think about.

In recent years, Democrats have definitely been "wrapping themselves in the Bible and religious themes." This could not have been more obvious than from Bill Clinton's acceptance speech at the Democratic Convention.

There is nothing wrong with quoting from Scripture or standing behind biblical principles. However, misquoting or misusing the Bible is detrimental. I would love to ask Clinton and Al Gore how they can stand behind the Bible yet be staunch supporters of abortion and gay rights — especially when Scripture clearly condemns both (the unborn child: Psalm 139:13-16; "unnatural relations": I Corinthians 6:9-11 and Romans 1:21-32)?

When leaders say one thing and do another, our country must be headed in the wrong direction. This hypocrisy demolishes everything that the Bible stands for. Our country needs leaders who are willing to stand behind biblical principles — as the founders of our country did.

Isn't it interesting that the status of America is getting progressively worse as our country's leaders distance themselves more and more from God's teachings? I hope politicians will be careful with what they say and what they do — Democrats and Republicans alike.

We don't need leaders with a flawed theology. What America needs are leaders who say what they mean and act as they say. Please keep the Bible and religion free from hypocrisy.

Jennifer Lin
Town and Country



Cal Thomas stated in his July 27 column that many Democrats said that "in order to keep religion pure and the state protected from the intrusion of fundamentalists, the two institutions needed to be kept separate." He said this in reference especially to Bill Clinton and Albert Gore.

The interpretations of Scripture by Clinton and Gore indicate they are not fundamentalists. They view the Bible in the light of reality, remembering first and foremost that man is universally a sinful being. That plagues all of us.

No one, past or present, is perfect, not even the writers of the Bible. The Scriptures are divinely inspired, but along with that, there is human sin. The biblical writers were possessed of both, and both spilled forth into the Scriptures, rendering them imperfect rather than infallible. Readers of the Bible, in their interpretations of it, are possessed of the same mixture of inspiration and sin.

Whether the interpretations of Scripture that Clinton and Gore have used are right or wrong can be judged by others, but the two men shouldn't be faulted for expressing an interpretation. They have shown they regard the Bible as an indispensable tool and servant of the faith, rather than as a golden calf, an idol to be worshiped for its every word and phrase.

Thomas judges them from the standpoint of fundamentalism: "Do they believe it all, or is theirs a cafeteria theology that takes only those items that please their palates and advance their careers?"

That's a crass way of condemning those of us who refuse to debase the Bible by transforming it from a great tool of the faith into a golden calf to be worshiped as infallible. It also labels Thomas as one of those fundamentalists who do that transforming.

Rev. John S. Altenbernd
Concord Village

Absence of fraud and deceit. Close adherence to a strict moral or ethical code. **Integrity:** Moral soundness in dealings that test steadfastness to truth, purpose, responsibility, or trust. **Probity:** Proven integrity.

Oxford English Dictionary, s.v. "honor":

A fine sense of and strict allegiance to what is due or right. **Code of Honor:** A set of rules and customs which regulate the conduct of some particular group of persons according to a conventional standard of honor.

Our conclusions: ① Truth is the sine qua non of the Christian way of life. ② Truth is the content of all Biblical standards. ③ These standards of truth are unalterable, unchangeable and undeniable.

- ④ God did not discover truth and then adopt it as His righteous standard. ⑤ God is truth and thus truth finds its source in the perfection of God. ⑥ Consequently, man in his imperfection is not qualified to establish the content of truth. ⑦ Man in grace may be privileged to discover truth and then subscribe to its standards. ⑧ God in His justice uses truth as the lone criterion in determining whether mankind is to be blessed or cursed. ⑨ Man may adjust to the justice of God by adopting truth or suffer the consequences for maladjustment. ⑩ Hence, man is not permitted to decide what is to be truth and what is not. ⑪ Truth is and man may either accept it or reject it. ⑫ In order to provide the human race with accessibility to truth, God has reduced that portion which He wishes man to know to writing and faithfully preserved its revelation in the Bible.

- ⑬ Since the Bible is the singular source of truth then its instruction becomes our guide in the identification of perfect standards by which we may determine right from wrong. Therefore truth is permanently linked to divine righteousness.

- ⑭ Since God is truth, His Word is truth and the standards which emerge from its truth become identified with God's perfect essence. ⑮ One of the attributes of God's essence is Veracity which establishes the fact that He alone is absolute truth. ⑯ The characteristic of Immutability means that God cannot change, therefore His standards cannot change but remain unchangeable and unalterable.

SODIUM +
CHLORIDE =
SALT

①⑦ These two attributes together give us the principle that all truth is absolute. $V + I = A$: Veracity plus Immutability equals Absolutes.

①⑧ When the believer in Jesus Christ learns the absolute principles of the immutable Scriptures and remains loyal to those standards under pressure he becomes a person of honor.

①⑨ Maximum knowledge of absolute principles in the soul of a believer in spiritual adulthood produces an inventory of ideas which is classified as Christian Integrity. ②⑩ Integrity in action is called probity, or honor. ②⑪ Integrity is loyalty to truth. ②⑫ When this integrity is manifest through application of truth to experience it becomes a virtue called honor.

E - 8/23 B

B - 8/25

III. ★ Principles of Integrity and Honor:

- 1- Loyalty to the absolute standards of Biblical truth in interpersonal relationships becomes the sine qua non of the royal family honor code. *TRUTH (BDAIS) = CHA INT, LOYALTY TO TRUTH = HONOR*
- 2- The royal family honor code is a set of standards derived from Scripture by which the believer demonstrates Christian integrity in his relationships with others.
- 3- The honor code is executed within the environment of spiritual self-esteem with emphasis on the problem-solving device of unconditional love. *PK → @, SSE, UL → MK*
- 4- The objective of spiritual growth in the Plan of God is to develop a thought pattern which complements our spiritual aristocracy.
- 5- That thought pattern is reflected in the execution of the royal family honor code in interpersonal relationships. *RA
SPG
SB*
- 6- The honor code develops right thinking. Right thinking produces right motivation. Right motivation produces right action. *Rom 12:21*
- 7- The enemy of the honor code is emotional sins, especially the sins of the tongue, such as gossip, maligning, judging, slandering and vilification.
- 8- These are the verbal explosions which result from soul implosion. *W * 3 E*

★ 1) KOPFF, E. CHRISTIAN. "IGNORANCE AND FREEDOM,"
CHRONICLES, SEPT. 1992, PP. 20-22.

2) "RELIGION AND POLITICS." POST-DISPATCH (ST. LOUIS, MO),
1 AUG. 1992, P. 2B.