

the
PLAIN TRUTH
a magazine of understanding

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THE SHOCKING TRUTH About Schools and Colleges

The most diabolical conspiracy of all time against YOU, your child, and humanity is here, for the first time, exposed. You need to know the eye-opening facts! Every prospective college student needs to know these facts!

by Herbert W. Armstrong

IT SEEMS no one ever stopped to search out the astonishing *facts* about the origin of the system of schools and colleges. WHEN, and HOW did the educational system start?

Do you realize that this world's whole civilization is precisely what its schools have made it? Children are not taught merely how to read, write, and figure. They are taught, right or wrong, what to believe, and trained to accept certain customs.

The Conspiracy

Today an evil conspiracy is infusing diabolical leaven into the processes of disseminating knowledge. It is injecting mental and spiritual poison into the plastic, unsuspecting minds of children and youths. This conspiracy is cleverly designed to *destroy mankind!*

Most people take the established system of schools, colleges and universities for granted. They give no thought to how, and under what circumstances and influences this pattern of education was introduced, or what has happened to it along the way. The PLAIN TRUTH about this plot, and the secretly operating forces behind it, is something you need to know!

Today's New Trend

In just the past two generations a *new trend* has marked a turning point in modern education. This new trend has been so subtly introduced and manipulated that the real plot and its authors have been unrecognized. Of course many educators do recognize that there is a dangerous drift into materialism and collectivism. They realize that overcrowded schools and colleges are resorting to assembly-line methods, crowding out individual instruction.

But they are unaware of the underly-

ing Master Plan and its real satanic authorship. They are, without realizing it, merely the dupes and pawns being used.

The Chancellor of higher education in the state of Oregon voiced the feeling of many educational executives. It was in 1947, when plans were being rushed to completion for the opening of Ambassador College in Pasadena, California.

"Mr. Armstrong," Dr. Packer said seriously, "I really envy you the wonderful opportunity you have. I know only too well that our educational system has descended into materialism. We must teach young people the sciences, the professions, the art of earning a living, but we are failing to teach them *how to live!* Yet we educators are powerless to change it. Here I am, the head *over* the presidents of our state university, our state college, and our three teachers' colleges—five rather large institutions of higher learning. Yet in correcting this evil I am completely helpless. I have not the power or authority to change this dangerous direction into which we, with other institutions, are drifting. The course is set for me. I merely administer what is already set. I must go along.

"But you, Mr. Armstrong," he continued with a smile, "are happily in a different position. You are FREE! You have the rare privilege—the great opportunity—to *recapture the TRUE values* in the new college you are founding. I wish you every success!"

Today we live in the age of the machine, of science, of technology, of nuclear weapons, of space flight. Educators find themselves, like Dr. Packer, helplessly swept with the onrushing current that soon will engulf the whole world in cataclysm. The activities of human governments, science and technology,

with their awesome new powers and rapidly accelerating momentum toward the *very zero-hour* of world eruption that can blast all human life from the earth.

World-famous scientists say publicly that they are frankly frightened by this imminent possibility. They say nothing but a new super WORLD-GOVERNMENT can now prevent it. One of the latest warnings from such a scientist is the newly published book, *On Thermonuclear War* by nuclear physicist Herman Kahn, senior staff physicist for the United States Air Force "think factory" and consultant for the Atomic Energy Commission. United States defense policies are based largely on the underlying assumption that U.S. nuclear power for retaliation is the deterrent that holds Russia in check. The assumption has been that nuclear war is unthinkable, preposterous—Russia won't dare. Mr. Kahn now blasts that assumption as false. He sees nuclear war as a possibility even for this year, 1961! His new book is already the talk of military thinkers and experts across the United States.

"If we are to reach the year 2,000," he says, "or even 1975 without a cataclysm, the nations with nuclear capabilities must work out enforceable international arms-control agreements." Yet this is utterly impossible!

But scientists, as well as educators, are themselves the product of this modern materialistic education. They are merely its victims. They did not institute it. They, like all humans, were born knowing *nothing!* What they now have in their minds has been injected there by this system of education. The same is true of heads of government. They are all being swept with the tide. The heads of state, in a competitive world,

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must make continued more urgent demands on educators to turn out more scientists, and on the scientists to work more feverishly in crash programs to turn out more powerful weapons of mass destruction.

THAT is the world *you live in today!*

Under this system the world is heading relentlessly toward utter extinction!

Is *that* a diabolical trend? Yet that is only the milder *part* of it! To blast to bits all human bodies, is, after all, not as evil a fate as the poisoning of all *human minds* and the *destruction* of all *human souls!* THAT is the basic objective of the plot.

Just what *is* taking place in education? How did it come to us, of the present generation? Who are its real unrecognized authors? HOW has this colossal destructive lever been injected?

Three Preceding Changes

Actually, education has undergone *three* former major changes *before* this modern trend began.

One, of which most people know nothing, was the change from pagan to "Christian" education.

Did you ever wonder when, and how the system of modern colleges and universities originated? You'll find the facts enlightening, and a little shocking!

Prior to the 6th century little is known of the system of higher education in the western world, except that it disseminated *pagan education*. The system of organized schools was derived from Greece through Rome. Indeed, every facet of today's civilization came to us through the same channels—even if not generally realized. Plato was the first to give a regular educational course extending over three or four years, in a fixed place called the Academy. There was teaching and dissemination of knowledge in earlier Greece, though not on the organized curricular system.

How Universities Developed

But what of the early years of professed Christianity?

There was, patterned after that of Greece, a system of pagan schools in the Roman Empire. It was a decaying pagan civilization into which the Roman Catholic "Christianity" was born and had its spread through the Empire.

What was the attitude of the Church leaders toward the prevalent education?

The literature of the western world was saturated with paganism. There were no printing presses. It was virtually impossible to produce a new and different "Christian" literature. *The pagan festivals continued to form a regular part of school life* (Encyclopaedia Britannica, 13th ed. art. *Education*). Pagan education offered the *only* means of higher culture. As men of culture (pagan) and position came into leading positions in the Church, their attitudes toward education were, says the Britannica article, various, and largely the outcome of temperament and previous training. Their *previous training* was, of course, pagan. Without a liberal education, which of necessity was exclusively pagan, the Christian could not attain an intellectual understanding "of the mysteries of the Faith."

They were in somewhat the same position as two of our ministers found native Africans recently in Rhodesia,

south central Africa. They found there many natives of so little education that they were incapable of understanding, in their minds, even the basic facts of God's purposes, and His plan of Salvation. They can be reached primarily only through their feelings and emotions. The question is whether they can come into "saving *knowledge*," until they have had at least a bit of elementary teaching. If the only education available is pagan, they will be influenced more by paganism than God's truth.

So it was in the early centuries of Roman Catholic "Christianity." From the Britannica article, further: "Tertullian (160-240)" . . . one of the "Christian fathers" . . . "was very suspicious of pagan culture, though he granted the necessity of employing it as a means of education. . . . The general practise of Christians, however, did not conform to Tertullian's" (suspicions in regard to pagan teachings). "Indeed, many of the cultivated Christians of the 3rd and 4th centuries were little more than nominal adherents to the Faith,"—in other words, these LEADERS in church life *professed* to be Christians, but were actually much more pagan than Christian. "And," continues the Britannica account, "the intercourse between Christian and Pagan was often close and friendly. . . . The ultimate outcome seems to be fairly expressed in the writings of St. Augustine (354-430) and St. Jerome (346-420), who held that literary and rhetorical culture (pagan) is good so long as it is kept subservient to the Christian life. . . . Greek philosophy exercised an abiding influence over the culture of future ages."

So, prior to the 6th century, these schools kept alive, in a professing "Christian" world, *the tradition of pagan education*. By the 6th century the barbaric invasions almost entirely swept away these schools.

Now Came Church Schools

These pagan schools had taught exclusively a *secular education*. They taught reading, writing, arithmetic. They taught the literature of the pagan world. And although they were not religious schools, as such, they disseminated the philosophies of pagan Greece and Rome. And, as stated above, observance of the pagan

festivals formed a regular part of school life.

But with the cessation of these secular schools came a new *change* in the educational pattern.

Now the schools became primarily *religious*. The pagan secular schools were supplanted by the cathedral schools and the monastic schools.

The cathedral schools taught only what was supposed necessary for the priest—strongly influenced, however, by pagan traditions. The monastic schools disseminated only what was required for the training of the monk. Still there remained that which came from both pagan and the "Christian" systems.

These schools, of course, were open to men only.

But in these religious schools paganism continued to penetrate. They could not dispense with the pagan textbooks—for no others were in existence—printing had not yet been invented! The philosophies of Aristotle, Socrates, Plato, Seneca, continued in acceptance.

In the 8th and 9th centuries Emperor Charlemagne affected a reformation of a sort in the cathedral and monastic schools, but this virtually died out in the 10th century. The core of pagan tradition, even influencing theological thought, continued to survive. It became the nucleus of the teaching in which the modern university took its rise in the 12th and 13th centuries.

The first European university was the University of Salerno. It was known as a school of medicine as early as the 9th century. Medicine came out of Egypt. The University of Bologna (Italy) appeared in the year 1000. Colleges as places of residence for students existed there at an early date. Other universities rose in Italy at Reggio, Modena, Padua, Vercelli; originating out of civil and papal authority.

In the 12th century came the University of Paris. It became the model for universities of northern France, central Europe, and of Oxford and Cambridge in England. The Master of Arts degree conferred permission to become a duly licensed teacher. The previous stage of academic study, the bachelordom, was an apprenticeship for the mastership. The Master's degree was conferred by placing the "biretta"—the magisterial cap—upon

the head, in imitation of an old Roman pagan ceremony of mammission.

It is rather astonishing to learn the pagan origin of many modern academic teachings and customs.

The British Universities

The University of Paris is important, for it was the forerunner of Oxford and Cambridge, and they in turn of Harvard, Yale, and other later American colleges and universities.

The University of Paris came formally into being between 1150 and 1170. Its first legal recognition as a legal corporation came in 1211, by papal recognition.

Oxford was the earliest of the British universities modelled on the University of Paris. Its actual beginning appears uncertain. One claim is that it was started by a migration of English students from Paris about 1167 or 1168. Paris at this time was the great place of higher education for British students. Halls of licensed residence for students began to be established in the 13th century.

An interesting highlight for Ambassador students in England is that in 1257 the deputies from Oxford made an appeal to the King at St. Albans. They spoke of the university as second only to Paris. Enrollment at this time prob-

EDITOR'S NOTE: All our readers were offered, by special letter, the forthcoming free booklet, *The Seven Laws of Success*. Thousands of requests flooded the office. Because of delays and the time involved in having this printed in special booklet form, the editors decided to publish it, beginning in the January issue of *The PLAIN TRUTH*, as a series of articles. We regret that the second installment was not complete at the time this issue had to go to press. It will appear in a succeeding issue. As soon as the booklet is printed, all who requested it, or shall request it, will receive a free copy.

Also we regret that the AUTOBIOGRAPHY has had to be delayed in order that this special article on education might appear.

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ably was around 3,000, but it fluctuated greatly larger and smaller thru the years and centuries.

Cambridge came somewhat later than Oxford, but probably in the same century. A body of students migrated there from Oxford in 1209. The Franciscan body of students established themselves in Cambridge in 1224. They were followed a half century later by the Dominicans—both of these being Roman Catholic orders. Royal and papal letters in 1231 and 1233 prove Cambridge was already an organized body with a Chancellor at its head, appointed by the Roman Catholic Bishop of Ely, for the granting of degrees. Chancellors, both at Oxford and Cambridge, were appointed by Catholic Bishops.

During the Reformation both universities suffered severe confiscation of their lands and revenues. Afterward, however, both remained centers chiefly of theological teaching, but with intimate connection with the state and the Church of England.

American Colleges

The first colleges in America were organized in colonial days on the patterns of Oxford and Cambridge. Those were days of colonial poverty. The first North American settlers were among the most progressive in civilization from England and Europe.

About 1620 an attempt was made to

start a school for the Virginia colony, frustrated by the Indian War. In New York elementary schools were maintained at public expense. The town of Boston established an elementary school in 1635.

Harvard College had its beginning in 1636—the first college in America. It was named after John Harvard, a minister, who left it his library and property worth 400 pounds!

The earliest colleges in America were established through religious zeal. They were mainly theological institutions for the training of ministers. Harvard was Congregational. Next came William and Mary, 1693, and then Yale, 1701, all Congregational. Princeton, Presbyterian, started in 1746.

A new *major change* in higher education—the start of the present modern trend, was ushered in by Thomas Jefferson. He was a philosophical statesman who had just returned from Paris. There he had been “emancipated” from “narrow” religious views into agnosticism. He set himself to begin a movement to liberate education from religion. He led the Virginians to establish the first secular STATE UNIVERSITY, the University of Virginia. It appeared shockingly foreign and irreligious at the time. But later other states followed. Today America is dotted with immense state universities and agricultural and mechanical colleges coast to coast, with

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So many ask: “HOW does it happen that I find my subscription price for The PLAIN TRUTH has already been paid? HOW can you publish such a high class magazine without advertising revenue?”

The answer is as simple as it is astonishing! It is a paradox. Christ's Gospel cannot be sold like merchandise. You cannot buy salvation. Yet it does cost money to publish Christ's TRUTH and mail it to all continents on earth. It does have to be paid for! This is Christ's work. We solve this problem Christ's WAY!

Jesus said, “This Gospel of the Kingdom shall be preached (and published—Mark 13:10) in all the world for a witness unto all nations” (Mat. 24:14) *at this time*, just before the end of this age. A PRICE *must* be paid for the magazine, the broadcast, the Correspondence Course, or other literature. But HOW? Christ forbids us to *sell* it to those who receive it: “Freely ye have received,” said Jesus to His disciples who He was sending to proclaim His Gospel, “freely GIVE!” It is *more blessed*,” He said, “to GIVE than to receive.”

God's WAY is the way of LOVE—and that is the way of *giving*. God expects every child of His to *give* free-will offerings and to tithe, as His means of paying the costs of carrying His Gospel to others. We, therefore, simply trust our Lord Jesus Christ to lay it on the minds and hearts of His followers to give generously, thus paying the cost of putting the precious Gospel TRUTH in the hands of others. Yet it must go *only* to those who *ask for it for themselves!* Each must, for himself, *subscribe*—and his subscription has thus already been paid.

Thus the living dynamic Christ Himself enables us to broadcast, world-wide, without ever asking for contributions over the air; to enroll many thousands in the Ambassador College Bible Correspondence Course with full tuition cost *already paid*; to send your PLAIN TRUTH on an *already paid* basis. God's way is GOOD!

enrollments up to nearly 50,000—many running 15,000 to 20,000.

But what of the diabolical plot to destroy all humanity through education? HOW could any such objective be accomplished? WHO are the secret, satanic forces working under cover to perpetrate it?

THE BIBLE ANSWERS

Short Questions

FROM OUR READERS

In February my children in school will be confronted with St. Valentine's Day. What should I tell them to do?

Few know where the custom of celebrating St. Valentine's Day originated. We do not find any such practice in the Bible. How did we come to inherit these customs?

It is time we examined why children are encouraged to celebrate St. Valentine's Day when it is never so much as mentioned in the Bible or as a practice of the New Testament Church.

Did you know that centuries before Christ, the pagan Romans celebrated February 15 and the evening of February 14 as an idolatrous festival in honor of Lupercus, the “hunter of wolves”? The Romans called the festival the “Lupercalia.” The custom of exchanging valentines and all the other traditions in honor of Lupercus—the deified hero-hunter of Rome—“have been handed down from the Roman festival of the Lupercalia, celebrated in the month of February, when names of young women were put into a box and drawn out by men as chance directed,” admits the *Encyclopedia Americana*, art., “St. Valentine's Day.”

When Constantine made Christianity the official religion of the Roman Empire there was some talk in church circles of discarding this pagan free-for-all. But the Roman citizens wouldn't hear of it! So it was agreed that the holiday would continue as it was.

But how did this pagan festival acquire the name of “St. Valentine's Day”? And why do little children and young people still cut out hearts and send them

In the concluding installment, next month, the whole truth will be made plain. You will learn of the colleges in the world prior to the days of ancient Israel, and of the school system introduced by God's prophets into that nation. You will learn the shocking truth of today's latest trend.

on a day in honor of Lupercus the hunter of wolves?

Valentine was a common Roman name. Roman parents often gave the name to their children in honor of the famous man who was first called Valentine in antiquity. That famous man was Lupercus, the hunter. But who was Lupercus?

The Greeks called Lupercus by the name of “Pan”—the Semites called Pan “Baal,” according to the *Classical Dictionaries*. Baal—mentioned so often in the Bible—was merely another name for Nimrod, the mighty *hunter*” (Genesis 10:9). So the hunter Nimrod was the Lupercus—or wolf hunter—of the Romans. And St. Valentine's Day was a day set aside by the pagans in his honor!

But why should Nimrod have been called “Valentine” by the Romans?

Valentine comes from the Latin word *Valentinus*, a proper name derived from the word *valens*, meaning “to be strong,” declares *Webster's Unabridged Dictionary*. It means literally “strong, powerful, mighty.” We read in the Bible that Nimrod was the “MIGHTY hunter” (Gen. 10:9). *Nimrod was their hero—their strong man—their VALENTINE!*

It is time we teach our children to quit this Roman and Babylonian foolishness—this *idolatry*—and get back to the faith of Christ delivered once for all time. Let's quit teaching our children these pagan customs in memory of Baal the sungod—the original St. Valentine—and teach them instead what the Bible really says! And be sure to write for a complete article on the origin of St. Valentine's Day.