

**THE OVERTHROW OF
BIBLE BASED
EDUCATION TO
HUMANISTIC
EDUCATION BY
IGNATIUS LOYOLA**

KNOWN AS THE FOUNDER OF THE SOCIETY OF JESUS – THE JESUITS ORDER, UNDER THE COMMISSION OF ROME IN 1540, IGNATIUS LOYOLA FORMED A COUNTER REFORMATION IN EVERY SPHERE THAT WOULD BE LOYAL TO THE ROMAN HIERARCHY. HE CHANGED THE SYLLABUS TO BE MORE HUMANISTIC ORIENTED WITH WHAT WE MAY CALL TODAY NEW-AGE BELIEFS. HE DEvised THE SEPARATION OF CHILDREN FROM PARENTS BY THE SYSTEM OF UNIVERSITIES AND BOARDING SCHOOLS.

Throughout Christendom, Protestantism was menaced by formidable foes. The first triumphs of the Reformation past, Rome summoned new forces, hoping to accomplish its destruction. At this time the order of the Jesuits was created, the most cruel, unscrupulous, and powerful of all the champions of popery. Cut off from earthly ties and human interests, dead to the claims of natural affection, reason and conscience wholly silenced, they knew no rule, no tie, but that of their order, and no duty but to extend its power. (See Appendix.) The gospel of Christ had enabled its adherents to meet danger and endure suffering, undismayed by cold, hunger, toil, and poverty, to uphold the banner of truth in face of the rack, the dungeon, and the stake. To combat these forces, Jesuitism inspired its followers with a fanaticism that enabled them to endure like dangers, and to oppose to the power of truth all the weapons of deception. There was no crime too great for them to commit, no deception too base for them to practice, no disguise too difficult for them to assume. Vowed to perpetual poverty and humility, it was their studied aim to secure wealth and power, to be devoted to the overthrow of Protestantism, and the re-establishment of the papal supremacy. {GC 234.2}

When appearing as members of their order, they wore a garb of sanctity, visiting prisons and hospitals, ministering to the sick and the poor, professing to have renounced the world, and bearing the sacred name of Jesus, who went about doing good. But under this blameless exterior the most criminal and deadly purposes were often concealed. It was a fundamental principle of the order that the end justifies the means. By this code, lying, theft, perjury, assassination, were not only pardonable but commendable, when they served the interests of the church. Under various disguises the Jesuits worked their way into offices of state, climbing up to be the counselors of kings, and shaping the policy of nations. They became servants to act as spies upon their masters. They established colleges for the sons of princes and nobles, and schools for the common people; and the children of Protestant parents were drawn into an observance of popish rites. All the outward pomp and display of the Romish worship was brought to bear to confuse the mind and dazzle and captivate the imagination, and thus the liberty for which the fathers had toiled and bled was betrayed by the sons. The Jesuits rapidly spread themselves over Europe, and wherever they went, there followed a revival of popery. {GC 235.1}

HERE IS THE CATHOLIC JESUIT OATH: "THE INITIATOR"

"My son, heretofore ..."

**"you have been taught to act
the dissembler ..."**

**"Among the Reformers to
be a Reformer .."**

**"... among the Calvinists to
be a Calvinist ..."**

**"among the Protestants to be
a Protestant ..."**

**"and obtaining their confidence
to seek ..."**

**"even to preach from their
pulpits ..."**

"You have been taught your duty as a spy ..."

"to ingratiate yourself into the confidence of ... heretics ..."

"of every class and character ..."

"... as well as among the schools and universities."

“THE RESPONDER”

- I do further promise and declare that I will have no opinion or will of my own, or any mental reservation whatever, even as a corpse or cadaver (perinde al cadaver) but will unhesitatingly obey each and every command that I receive from my superiors in the Militia of the Pope and of Jesus Christ. I do further declare that the doctrines of the churches of England and Scotland, of the Calvinists, Hugue notes and others of the name Protestants or Liberals to be damnable, and they themselves damned and to be damned who will not forsake the same. I do further declare, that I will help, assist and advise all or any of his Holiness agents in any place wherever I shall be, in Switzerland, Germany, Holland, Denmark, Sweden, Norway, England, Ireland or America, or in any other kingdom or territory I shall come to, and do my uttermost to extirpate the heretical Protestants or Liberals doctrines and to destroy all their pretended powers, regal or otherwise.



- That I will go to any part of the world withersoever I may be sent, to the frozen regions of the North, the burning sand of the desert of Africa, or the jungles of India, to the centres of civilizations of Europe, without murmuring or repining, and will be submissive in all things whatsoever communicated to me.

- I furthermore promise and declare that I will, when opportunity presents, make and wage relentless war, secretly or openly, against all heretics, Protestants and Liberals, as I am directed to do, to extirpate and exterminate them from the face of the whole earth; and that I will spare neither age, sex or condition; and that I will hang, burn, waste, boil, flay, strangle and bury alive these infamous heretics, rip up the stomachs and wombs of their women and crush their infants heads against the walls, in order to annihilate forever their execrable race. That when the same cannot be done openly, I will secretly use the poisoned cup, the strangulating cord, the steel of the poinard, or the leaden bullet, regardless of the honor, rank, dignity, or authority of the person or persons, whatever maybe their condition in life, either public or private, as I at anytime may be directed so to do by any agent of the Pope or superior of the Brotherhood of the Holy Faith, of the Society of Jesus.

- In confirmation of which, I hereby dedicate my life, my soul and all my corporeal powers, and with this dagger which I now receive, I will subscribe my name written in my own blood, in testimony thereof; and should I prove false or weaken in my determination, may my brethren and fellow soldiers of the Militia of the Pope cut off my hands and my feet, and my throat from ear to ear, my belly opened and sulphur burned therein, with all the punishment that can be inflicted upon me on earth and my soul be tortured by demons in an eternal hell forever! In testimony thereof I take this most holy and blessed Sacrament of the Eucharist and witness the same further, with my name written with the point of this dagger dipped in my own blood and sealed in the face of this holy covenant. [He receives the wafer from the superior and writes his name with the point of his dagger dipped in his own blood taken from over his heart]. The only effective means against heretics is to convey them to that place provided for them as quickly as possible. In this way one is only doing them a favor as the longer they are allowed to live, the more heresies they will devise, and thus the more believers they will seduce, aggravating their own damnation.

"By 1556, three-fourths of the Society's membership were dedicated in 46 Jesuit colleges ..."

"to learning against learning ..."

"to indoctrinating minds with the learning of illuminated humanism ..."

"as opposed to the learning of Scripture."

"This network would expand by 1749 to 669 colleges, 176 seminaries, 61 houses of study, and 24 universities ..."

"partly or wholly under Jesuit direction."

Source: "Rulers of Evil" by F. Tupper Saussy, p. 65

● BASICALLY WHAT
ROME FAILS TO GET BY
WIELDING ITS BLOODY
WEAPONS, IT GAINS BY
SUBTLE, TREACHERY
AND DECEIT UNDER
GUISE

- **COMPLETE SEPARATION.--THE COMMAND FOUND IN REVELATION 18:4, "COME OUT OF HER, MY PEOPLE," MEANS TO COME OUT OF THOSE INSTITUTIONS WHICH WILL PLACE IN THE MINDS OF OUR YOUNG PEOPLE, PRINCIPLES WHICH ARE APT TO MAKE THEM JOIN THE CLASS OF WORSHIPERS OF WHICH WE READ IN 2 TIMOTHY 3:5: "HAVING A FORM OF GODLINESS, BUT DENYING THE POWER THEREOF." AS FAITHFUL WATCHMEN, WE SHOULD BE JUST AS DESIROUS OF GETTING OUR CHILDREN OUT OF THE POPULAR SCHOOLS AS WE ARE TO CALL THE OLDER PEOPLE OUT OF THE POPULAR CHURCHES. THE POPULAR CHURCHES ARE ONLY A PRODUCT OF WORLDLY EDUCATION, SO TO GET AT THE ROOT OF THE MATTER, WE MUST SEPARATE OURSELVES FROM THAT WHICH CREATES THE CONDITION IN WHICH ALL THE RELIGIOUS WORLD, AT PRESENT, FINDS ITSELF. {PH081 38.1}**

● Mark 8:36: For what shall it profit a man, if he shall gain the whole world, and lose his own soul?

TRUE EDUCATION

Psalms 111:10 The fear of the LORD is the beginning of wisdom: a good understanding have all they that do his commandments: his praise endureth for ever.

Proverb 9:10 The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding.

Proverb 15:5 A fool despiseth his father's instruction: but he that regardeth reproof is prudent.

Proverb 12:1 Whoso loveth instruction loveth knowledge: but he that hateth reproof is brutish.

Proverb 1:2 To know wisdom and instruction; to perceive the words of understanding;

HOW IS WISDOM BEGOTTEN?

James 1:5 If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not; and it shall be given him.

James 3:13 Who is a wise man and endued with knowledge among you? let him shew out of a good conversation his works with meekness of wisdom.

WHAT DOES WISDOM WHICH IS TRUE EDUCATION LEAD TO?

James 3:13 Who is a wise man and endued with knowledge among you? let him shew out of a good conversation his works with meekness of wisdom.

James 3:17 But the wisdom that is from above is first pure, then peaceable, gentle, and easy to be intreated, full of mercy and good fruits, without partiality, and without hypocrisy.

HOW IS IT CONTRARY TO THE WORLDLY WISDOM?

James 3:14 But if ye have bitter envying and strife in your hearts, glory not, and lie not against the truth.

James 3:15 This wisdom descendeth not from above, but is earthly, sensual, devilish.

James 3:16 For where envying and strife is, there is confusion and every evil work.

WHAT DOES THE PEN OF INSPIRATION TELL US ABOUT TRUE EDUCATION?

It is not wise to send our youth to universities where they devote their time to gaining a knowledge of Greek and Latin, while their heads and hearts are being filled with the sentiments of the infidel authors whom they study in order to master these languages. They gain a knowledge that is not at all necessary, or in harmony with the lessons of the great Teacher. Generally those educated in this way have much self-esteem. They think they have reached the height of higher education, and carry themselves proudly, as though they were no longer learners. They are spoiled for the service of God. The time, means, and study that many have expended in gaining a comparatively useless education should have been used in gaining an education that would make them all-round men and women, fitted for practical life. Such an education would be of the highest value to them. {1888 1650.1}

What do students carry with them when they leave our schools? Where are they going? What are they going to do? Have they the knowledge that will enable them to teach others? Have they been educated to be wise fathers and mothers? Can they stand at the head of a family as wise instructors? In their home life can they so instruct their children that theirs will be a family that God can behold with pleasure because it is a symbol of the family in heaven? Have they received the only education that can truly be called "higher education"? {1888 1650.2}

What is higher education? No education can be called higher education unless it bears the similitude of heaven, unless it leads young men and young women to be Christlike, and fits them to stand at the head of their families in the place of God. If, during his school life, a young man has failed to gain a knowledge of Greek and Latin and the sentiments contained in the works of infidel authors, he has not sustained much loss. If Jesus Christ had deemed this kind of education essential, would he not have given to his disciples, whom he was educating to do the greatest work ever committed to mortals, to represent him in the world? But, instead, he placed sacred truth in their hands, to be given to the world in its simplicity. {1888 1650.3}

There are times when Greek and Latin scholars are needed. Some must study these languages. This is well. But not all, and not many, should study them. Those who think that a knowledge of Greek and Latin is essential to a higher education, cannot see afar off. Neither is a knowledge of the mysteries of that which the men of the world call science necessary for entrance into the kingdom of God. It is Satan who fills the mind with sophistry and tradition, which exclude the true higher education, and which will perish with the learner. {1888 1650.4}

Those who have received a false education do not look heavenward. They cannot see the One who is the true Light, "which lighteth every man that cometh into the world." They look upon eternal realities as phantoms, calling an atom a world, and a world an atom. Of many who have received the so-called higher education, God declares, "Thou art weighed in the balances, and art found wanting,"--wanting in a knowledge of practical business, wanting in a knowledge of how to make the best use of time, wanting in a knowledge of how to labor for Jesus. {1888 1650.5}

The tree of knowledge, so-called, has become an instrument of death. Satan has artfully woven himself, his dogmas, his false theories, into the instruction given. From the tree of knowledge he speaks the most pleasing flattery in regard to the higher education. Thousands partake of the fruit of this tree, but to them it means death. Christ says to them: "Ye spend money for that which is not bread. You are using your God-entrusted talents to secure an education which God pronounces foolishness."
{1888 1651.2}

● MARTIN LUTHER ON UNIVERSITIES AND SCHOOLS:

- "I am much afraid that the UNIVERSITIES will prove to be the GREAT GATES OF HELL, unless they diligently labour in explaining the Holy Scriptures, and engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not unceasingly occupied with the Word of God must become corrupt." -HISTORY OF THE REFORMATION IN THE SIXTEENTH CENTURY, by J. H. Merle d' Aubigne, 1846.

In the work of the school maintain simplicity. No argument is so powerful as is success founded on simplicity. You may attain success in the education of students as medical missionaries without a medical school that can qualify physicians to compete with the physicians of the world. Let the students be given a practical education. The less dependent you are upon worldly methods of education, the better it will be for the students. Students should come forth from the school without having sacrificed the principles of health reform or their love for God and righteousness.

{9T 175.1}

One of the chief causes of mental inefficiency and moral weakness is the lack of concentration for worthy ends. We pride ourselves on the wide distribution of literature; but the multiplication of books, even books that in themselves are not harmful, may be a positive evil. With the immense tide of printed matter constantly pouring from the press, old and young form the habit of reading hastily and superficially, and the mind loses its power of connected and vigorous thought. Furthermore, a large share of the periodicals and books that, like the frogs of Egypt, are overspreading the land, are not merely commonplace, idle, and enervating, but unclean and degrading. Their effect is not merely to intoxicate and ruin the mind, but to corrupt and destroy the soul. The mind, the heart, that is indolent, aimless, falls an easy prey to evil. It is on diseased, lifeless organisms that fungus roots. It is the idle mind that is Satan's workshop. Let the mind be directed to high and holy ideals, let the life have a noble aim, an absorbing purpose, and evil finds little foothold. {Ed 189.5}

Many of the branches of study that consume the student's time are not essential to usefulness or happiness; but it is essential for every youth to have a thorough acquaintance with everyday duties. If need be, a young woman can dispense with a knowledge of French and algebra, or even of the piano; but it is indispensable that she learn to make good bread, to fashion neatly-fitting garments, and to perform efficiently the many duties that pertain to homemaking. {Ed 216.1}

No work ever undertaken by man requires greater care and skill than the proper training and education of youth and children. There are no influences so potent as those which surround us in our early years. . . . The nature of man is threefold, and the training enjoined by Solomon comprehends the right development of the physical, intellectual, and moral powers. To perform this work aright, parents and teachers must themselves understand "the way the child should go." This embraces more than a knowledge of books or the learning of the schools. It comprehends the practice of temperance, brotherly kindness, and godliness; the discharge of our duty to ourselves, to our neighbors, and to God. {CG 39.1}

The training of children must be conducted on a different principle from that which governs the training of irrational animals. The brute has only to be accustomed to submit to its master, but the child must be taught to control himself. The will must be trained to obey the dictates of reason and conscience. A child may be so disciplined as to have, like the beast, no will of its own, his individuality being lost in that of his teacher. Such training is unwise, and its effect disastrous. Children thus educated will be deficient in firmness and decision. They are not taught to act from principle; the reasoning powers are not strengthened by exercise. So far as possible, every child should be trained to self-reliance. By calling into exercise the various faculties, he will learn where he is strongest, and in what he is deficient. A wise instructor will give special attention to the development of the weaker traits, that the child may form a well-balanced, harmonious character. {CG 39.2}

Myths and Fairy Tales.--In the education of children and youth fairy tales, myths, and fictitious stories are now given a large place. Books of this character are used in schools, and they are to be found in many homes. How can Christian parents permit their children to use books so filled with falsehood? When the children ask the meaning of stories so contrary to the teaching of their parents, the answer is that the stories are not true; but this does not do away with the evil results of their use. The ideas presented in these books mislead the children. They impart false views of life and beget and foster a desire for the unreal. . . . {AH 413.3}

When students refuse to make the Word of God their study, and take as their instructors books written by infidels, Satan is close by, to make his impression on their mind. Everyone who allows himself to have respect for infidel authors is in danger. Why?--Because he sees no God, and with all his educators, he does not recognize Jesus Christ as the Teacher sent by God. He does not look upon Him as the Bread sent down from heaven, of which he must eat; and therefore his experience is not composed of that which makes him one with Christ. {Educational Messenger, March 19, 1909 par. 5}

WHAT SHALL WE SAY THEN?

The Bible has Doctors,
Lawyers, Historians and
Theologians but the
professional duties did not
take the place of the God
Almighty.

- The Waldensians entered the schools of the world as students. They made no pretensions; apparently they paid no attention to anyone; but they lived out what they believed. They never sacrificed principle, and their principles soon became known. This was different from anything the other students had seen, and they began to ask themselves, What does this all mean? Why cannot these men be induced to swerve from their principles? While they were considering this, they heard them praying in their rooms, not to the virgin Mary, but to the Saviour, whom they addressed as the only mediator between God and man. The worldly students were encouraged to make inquiries, and as the simple story of the truth as it is in Jesus was told, their minds grasped it. {3SM 233.2}
- Those who have the spirit of God, who have the truth wrought into their very being, should be encouraged to enter colleges, and live the truth, as Daniel and Paul did. Each one should study to see what is the best way to get the truth into the school, that the light may shine forth. Let them show that they respect all the rules and regulations of the school. {3SM 233.3}

- There are those who, after becoming established, rooted and grounded in the truth, should enter these institutions of learning as students. They can keep the living principles of the truth, and observe the Sabbath, and yet they will have opportunity to work for the Master by dropping seeds of truth in minds and hearts. Under the influence of the Holy Spirit, these seeds will spring up to bear fruit for the glory of God, and will result in the saving of souls. The students need not go to these institutions of learning in order to become enlightened upon theological subjects; for the teachers of the school need themselves to become Bible students. No open controversies should be started, yet opportunity will be given to ask questions upon Bible doctrines, and light will be flashed into many minds. A spirit of investigation will be aroused. {3SM 234.1}

- Dear youth, what is the aim and purpose of your life? Are you ambitious for education that you may have a name and position in the world? Have you thoughts that you dare not express, that you may one day stand upon the summit of intellectual greatness; that you may sit in deliberative and legislative councils, and help to enact laws for the nation? There is nothing wrong in these aspirations. You may every one of you make your mark. You should be content with no mean attainments. Aim high, and spare no pains to reach the standard. {MYP 36.1}

- You want now to build as you will be able to furnish, to so relate yourself to society and to life that you may answer the purpose of God in your creation. As disciples of Christ, you are not debarred from engaging in temporal pursuits; but you should carry your religion with you. Whatever the business you may qualify yourself to engage in, never entertain the idea that you cannot make a success of it without sacrificing principle. {MYP 36.3}

- Balanced by religious principle, you may climb to any height you please. We would be glad to see you rising to the noble elevation God designs that you shall reach. Jesus loves the precious youth; and He is not pleased to see them grow up with uncultivated, undeveloped talents. They may become strong men of firm principle, fitted to be intrusted with high responsibilities, and to this end they may lawfully strain every nerve. {MYP 37.1}

- But never commit so great a crime as to pervert your God-given powers to do evil and destroy others. There are gifted men who use their ability to spread moral ruin and corruption; but all such are sowing seed that will produce a harvest which they will not be proud to reap. It is a fearful thing to use God-given abilities in such a way as to scatter blight and woe instead of blessing in society. It is also a fearful thing to fold the talent intrusted to us in a napkin, and hide it away in the world; for this is casting away the crown of life. God claims our service. There are responsibilities for every one to bear; and we can fulfill life's grand mission only when these responsibilities are fully accepted, and faithfully and conscientiously discharged. {MYP 37.2}

After all has been said, I say be intelligent enough to take what is necessary and discard the unnecessary. Moreso, if there are a people who should be most learned it is us but only with wisdom that comes from above. YOU FIND A GIRL HOLDING A PhD THAT CANT MAKE A BED, AND A BOY HOLDS A DOCTORATE IN AGRICULTURE, AND HE DOESN'T KNOW HOW TO HOLD A HOE OR A JEMBE NOR CLEAN HIS SOCKS.