

THE STATESMAN

Volume 10 Issue 8 August 2006

On Campus Seminars:

- Aug 1-25 [Mathematics](#)
Aug 11-12 [The Writings of Montesquieu,
Part II](#)
Aug 15-16 [Shakespeare at GWC](#)
- 2007
Jun [European Field Experience](#)

For the complete list of all GWC on campus Seminars [click here.](#)

For a Face to Face with Greatness seminar in your area, [click here.](#)

For a Statesmanship Seminar in your area, [click here.](#)



By Roger Baker

Consider this world,
This planet we live upon,
Hurling through space,
A spot in an insignificant wisp of
An outer galactic swirl.
Consider this world:

Continued on [Page 3](#)

"Trees of
Knowledge
and of Life
Growing Together"

By Michele Smith

In *The Abolition of Man*, C. S. Lewis states that "the practical result of education" debunking traditional values "must be the destruction of the society which accepts it (Lewis, p. 27)." Printed in 1944, *The Abolition of Man* describes the seed of such an erroneous system planted first in the education system and ultimately in the dialogue of nations. This false seed denies common standards of conduct and behavior found in major religions and cultures throughout time. It anesthetizes passionate feelings for causes that are worth living and dying for. It denies the necessity of educating one's desires to conform to external, objective truth. In our modern era, this insidious seed has sprouted, been nurtured and spread its roots beneath our entire society. Indeed, it is beginning to uproot and dismantle foundations of stability that maintain and allow us to thrive. The process of destruction foretold by Lewis is well underway in our current culture. We are destroying ourselves.

Wise men prior to World War II (C. S. Lewis, Winston Churchill, Mortimer Adler and Harold Ickes among others) clearly recognized and explained the dangers false philosophical

ideas were creating in their time. The two most common responses were: 1) denial of the existence of false underlying belief systems and 2) ignorant subscription to false ideas without recognition of their connection to the abhorrent evils they produced. Either way, the end result was the same: individuals continued to build nests in trees being consumed by forest fires. Much tragedy could have been averted had wise warnings been heeded.

In our day, we are not immune from inadequately responding to the presenting symptoms of this fatal disease. The fallacious and erroneous philosophies of the past are being re-warmed, served up and ravenously devoured. How long will we continue to “ride the wave” of ignorance carrying us to annihilation? C.S Lewis’s diagnosis of what will cause the “abolition of man” also contains a fool-proof antidote: education with “blood and sap in it—the trees of knowledge and of life growing together (Lewis, p.7).”

Education that excises the “blood and sap” of passionately disciplined humanity and leaves only non-sentimental instinct will never have the vigor necessary to withstand the floods of impending societal destruction. In fact, this type of education will fuel and abet man’s abolition. True education results from universal laws individually applied. We must grasp and apply truth from whatever source it comes. From the past through the present, we must harvest ageless principles of truth, goodness, and wisdom. Recognizing and entering into the timeless dialogue of “what is truth” is an important first step. But we must never forget it is the first step. Profound academic teachings disconnected from real life behavior and application will remain merely academic... and ultimately...futile. Our knowledge and our lives must grow together. Only when they do will our education transform us, affect others within our “sphere of influence,” and continue to extend out—to our neighborhoods, communities and ultimately, the world.

Youth in Leadership For Greatness were engaged in heated debate as part of a book discussion on *The Prince and the Pauper* by Mark Twain, considering whether societal change is brought

about by one leader or is dependent upon the leader assembling a group of followers who carry out his ideas. Our guest speaker, James Boley, arrived later in our meeting and guided the youth in a discussion on the topic: “Leaders Mobilize Others to Worthwhile Endeavors.” James works with JoAnn Hamilton in her efforts to create communities that are “family friendly” and child-safe by eliminating pornography, including so-called “soft pornography” such as indecent billboards and lewd magazine covers. An educative process consisting of “knowledge and of life” was instigated in the minds of the youth as they animatedly discussed “taking this on” as a summer leadership field experience and envisioned the difference their group could make if each one worked within his or her own community to enact positive change.

True education inculcates virtuous, fervent, faithful feelings instructed, trained and exercised; not merely through study, but MOST IMPORTANTLY, by repeated and frequent experiences in which the individual chooses to conform behavior and feelings to ever increasing and refining high standards of truth. Though battles such as these are most often commenced deep in the soul and known only to the individual, the results of triumph have far-reaching consequences. Only individuals thus educated will have the integrity, valor and ability to assume leadership, motivate others to virtuous endeavors that change society, and stay true and influential even when the cause they feel inspired to support meets inevitable opposition.

Corrie Ten Boom, the heroine of the Holocaust novel *The Hiding Place*, exemplifies character born of such an education. Corrie and her family shelter and help Jews in their home and ultimately minister to fellow prisoners within a concentration camp. While reading the book recounting her heroism during the war, one wonders at her indomitable strength and fortitude. Only upon studying the life she lived for years and years prior to the onset of the terrible war does one learn of her undaunted conviction applied over and over again in activities including: creating Christian youth clubs that grew to number thousands in

many nations; parenting abandoned orphans; caring for difficult needs of family members and compassionate acts of service for those outside her family who had handicaps or were otherwise rejected and mocked in society. Corrie's own description of her preparation and life is encapsulated in the following quotations:

“A person doesn't spring into existence at the age of fifty. There are years of preparation, years of experience which God uses in ways we may never know until we meet Him face to face (*In My Father's House* by Corrie Ten Boom).”

“Today I know that the experiences of our lives, when we let God use them, become the mysterious and perfect preparation for the work he will give us to do (from *The Hiding Place* by Corrie Ten Boom, John and Elizabeth Sherrill).”

Regardless of what debunkers of objective reality may say, the world still operates according to moral law. The fruits of applied true principles are ever available to us: ripe for the picking. The only conditional thing about absolute principles is whether or not we will avail ourselves of them. Once we choose them, the results are certain. As we choose an education composed of life-nurturing, society-sustaining, unchanging principles of truth, we will be perfectly prepared for our missions. As we choose to know the truth, we will be free. Though society may pursue a self-destructive path, our choice to base our lives on truth will guarantee the survival of humanity. As shrines and monuments are desecrated and demolished, we will be beacons and bulwarks beckoning others to a better way. As deceptions, delusions and destructions of deceit crumble into deadwood, our lives will stand as timeless testaments of truth.

For more newsletters, [click here](#).

CONSIDER Continued

Consider the infant,
Newly arrived from a warm water world,
Insulated and tranquil,
To a world where the winds blow cold,
Where words warm and chill,
Where man scrambles unheeding over man
for petty advantage,
A world of pain and possibility.

Consider the war child,
Its parents dead,
Itself conscripted to one form of slavery or
another,
Moving from dumpster to dumpster,
Slinking in the relative safety of the shadows,
Caring only to survive,
Or not,
As the case may be.

Consider the prostitute,
Who sells herself for food,
And the stupid john who thinks she enjoys it,
Like he does,
And the smiling pimp who fingers his profits,
And the child, who will know no better.

Consider the woman
Who carries wood for miles,
Who carries water for miles,
Day upon day,
To cook a little hand-ground millet gruel
For her children,
Who wonder, their stomachs grumbling,
If there isn't more.

Consider the man
Who shoves off with the evening tide,
To bring home with the sunrise
The fish that feed and fund his family,
In the face of storms
And the vicissitudes of the sea

That has claimed his comrades,
Who never knows, when he leaves,
If he will return.

Consider the hunger and the hurt,
The poverty and the privation,
Of five billion people
Who did not choose their lot,
Being rather born into it,
Who would choose a better way,
If they knew there was one,
Or knew where to find it.

Consider the possessions and the pride
Of millions more
Who consider not their poorer peers,
Who worry about getting,
And, getting, worry about getting rid of,
And then getting more,
Who think they deserve their gains, though
They, too, fell into their fuller fortune.

Consider the ancient one,
Sequestered to silent convalescence,
Her companion gone,
Her children grown and flown to far away,
Her joints pained at every movement,
Her heart panged with loss and neglect,
Her mind dulled by staring at the walls,
Having gone through so much to be
Valued so little.

Consider God,
Or our divers notions of a god,
His patent distance,
His latent propinquity,
His infinite patience in
The face of his miscreant children,
His love revealed in the unacknowledged
miracle,
His wrath spoken through sage and storm,
His tears.

Consider the legacy we have received,
And the legacy we leave:
Will those that follow find
Clean air to breathe and clean water to drink?
Will they find eagles and owls, frogs and
fish?
Will they walk wilderness trails and
mountain ridgelines?
Or will they encounter these only in novels
and poems
Of a bygone romantic age,
An ignorant age,
Where pride, not prudence, ruled
The will of the dominant species?

Consider the end from the beginning. Then
Consider again the end.

For more newsletters, [click here.](#)