

Church of God, The Eternal

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Announcement Letter April 1995

Dear Brethren,

It is our prayer and hope that all of us will make this "new beginning" the finest we have ever experienced. The need is urgent.

Spiritual Principle: "If therefore ye have not been faithful in the unrighteous mammon [riches], who will commit to your trust the true riches?" (Luke 16:11)

What are the riches of this world? Most are aware of money, but is that the singular commodity which is indicated in this text? Indeed, no! There are many items which constitute what might be termed the unrighteous mammon.

As a foundational principle let us comprehend this fact: God gave to man this physical earth (Psa. 115:16). He did not give to him any control over the heavens at all. Space exploration is an assumption of the highest order. It is the physical earth over which God gave man a charge and commanded him to obey. In a general sense we can already realize that man has badly abused the unrighteous mammon which was given to him. Let us take a good look at several areas in which that abuse has occurred.

First, it is God who gives power to gain wealth (Deut. 8:17-18, Eccl. 5:19; 6:2). Yet, few people have really understood the source of their accomplishment and properly handled that responsibility. How many have actually been led to worship the power and influence of wealth? The love thereof has turned many away from an orientation of beneficence to that of greed. In and of itself, money has no intrinsic value. It is worshipped because of what it can produce—superiority, control, influence, etc. Let us be aware, God is evaluating us all on the basis of what we do with that which He grants or gives. What a penalty must be paid by most. To some He gives great wealth. To others He allows poverty. In either case an evaluation is certain.

Second, it is God who puts people in, or allows them to assume, positions of responsibility (Dan. 2:21, 44; 4:17, 32, 35; 5:21). This is true in the church also (I Cor. 12:18, 28, Eph. 4:11). Even though in the church, they continue to exist in the domain of flesh. Though their mental orientation is of God's Holy Spirit, how they live physically is of considerable importance to God. Flesh is a creation of God. As such it cannot keep the spiritual intent of the laws and statutes of

God. Even so, the letter intent could be kept. Christ did. Yet He was not baptized until later in life. It is at that time the Holy Spirit visibly descended in order to fulfill the promise made to John. Physically, how have we handled our responsibilities in life? Here, too, we must give an account in the day of judgment.

Third, while in the flesh the called of God are granted opportunity for life—eternal life (John 1:12). What we do individually with that opportunity is critically important. The real riches of God will not be granted unless we prove our ability to honor Him in the flesh. No one has yet, beside Christ, been born into the spiritual domain. Yet, we are even now required to live the way of life. It is not life inherent in us; it is the mind of Christ dwelling in the physical body. Character, requisite for that gift of eternal life, is the will and determination to do that which is right even when the pull of the flesh and carnal mind is assertive and powerful to do wrong. True riches will be given only when we have proven ourselves.

Fourth, God gives His Holy Spirit to mortal human beings (Acts 5:32, Heb. 2:4). If not properly used and sustained, that Spirit can be lost. It is not permanent without obedience. Only in the day of our change will those who prove themselves worthy be given a spiritual body. By the power and influence of the Spirit we must walk faithfully even though continuing to live in the flesh. Since flesh is visible, those with spiritual comprehension can see the physical manifestations of God's Holy Spirit in the lives of those who obey. The spiritual mind gives direction to the flesh. They are the fruits manifested. The Spirit is perfect, it is only the physical, the body, which must yet be judged. The true riches of a spiritual body are dependent upon the outcome of that judgment.

Fifth, God gives gifts (Eph. 4:8). At this point in our lives, those gifts would be of little value to anyone if they were anything other than in some physically manifested form. We see and appreciate in physical form only. Failure to honor and respect God will result in their loss. Therefore, their presence with us is not eternal, they are only eternal intrinsically—that is inherently, for spiritual things are spirit and cannot be destroyed. How we employ and use them will be the basis on which God will judge our worthiness to receive them inherently—forever in the spirit, that is in a spirit body—the true riches.

Sixth, God gives orientation and direction (Phi'p. 2:5, 13). Though called children of God living in the flesh, the mind is not mortal. It is the mind of Jesus Christ (Phi'p. 2:5). The flesh is of this world. It is visible. It is corruptible. It is not eternal. Yet, that part of the body which gives direction and comprehension is not of the flesh. It is of the spirit. It is the mind of Jesus Christ. By the actions which are observable, one can identify those in whom a mysterious conversion is occurring (Phi'p. 2:13). In observing those changes, one is seeing firsthand the very work, operation, of God, the Father, and His Son, Jesus Christ. No human being has inherent power by which he can effect such changes of himself. Effecting such changes makes one worthy—not of himself—but, nonetheless worthy to receive the true riches promised by God Himself.

What Are the True Riches?

As stated before, though we presently live in the flesh, we can partake of a foretaste of that which is eternal, the true riches. How? When we feast upon the "flesh" of Christ—that is, the bread of heaven (John 6:32–35, 53–58).

As Christ lived in the flesh, so must we continue to live in the flesh, even though called and converted. In us, however, is a mysterious and miraculous change occurring (Phi'p. 2:13). The end result is to be born into Spirit (John 3:6, Phi'p. 3:21). The life abundant (John 10:10) which we are called to live, even now, is but a foretaste of life tomorrow. At that time we will not be looking forward in hope and anticipation. We will be the actual sons and daughters of God, the Father (II Cor. 6:18, Heb. 2:10–11). Being born of God we obviously become brothers and sisters of our elder Brother, Jesus Christ (Rom. 8:29, Heb. 2:10–11). What a day that will be! And gloriously, Jesus Christ is looking forward to that day far more intensely than we are. We see in such an obscure fashion. He sees without impairment.

The requirement? Lives which manifest faithfulness and love and honor (I Cor. 4:1–2, Deut. 10:12–17). Let us never lose sight of our true calling and the promised reward.

Current Events: The goal of modern public education (part two of two parts)

In March we addressed the real purpose for modern-day orientation and some of the consequences—fruits—most obvious to a watchful eye. There are yet several other points which need to be presented. Let us get right to the purpose of this issue.

The inherent laws, though unseen by man, by which all things physical are regulated bring about results—either good or bad. Therefore, "Ye shall know them by their fruits." Physical laws are of two kinds. Obvious to all are the laws which control our physical universe, that control chemistry and physics. Less well known and appreciated, however, are equally viable laws which affect us philosophically—things of the mind and heart. Man cannot change the laws of chemistry and physics. On the other hand he has spent the majority of his time from the very beginning of his existence attempting to change philosophical concepts, values.

What are some of the consequences, bad fruits, of last-day philosophical changes in the field of education? In a nutshell we are told or have even experienced either as students or parents, some of the following: Intensive phonics replaced by look-say, cursive replaced print script, arithmetic disappeared into mathematics, and geography and history were ground up into social studies. The sad result has been a systematic rape of the innovative spirit and moral vitality of an entire nation. As Dr. Blumenfeld so ably stated of their purpose, "Everything must be examined . . . one must clear the ground before one can build; one cannot construct the city of man under

the fire of the enemy, on rubbish [Christianity]." The format for building the city of man? According to John Taylor Gatto, an educator who quit because of the present public education agenda, the system teaches seven lessons: 1) Confusion—every subject is taught out of context and with a lack of coherence; 2) class position—the student is taught to accept his place in the predetermined hierarchy; 3) indifference—when the bell rings whatever is being done is dropped; 4) emotional dependence—by red checks and exes, honors, and disgraces, kids are taught to surrender their will to the predestinated chain of command; 5) intellectual dependency—children are told what to study, that evolution is fact not a theory, those who resist what they have been told to think are punished and that successful children do the thinking assigned to them; 6) provisional self-esteem—children should not trust themselves or their parents but should rely on the evaluation of certified officials; and 7) hiding is impossible—by constant monitoring and surveillance the student is taught that privacy is not legitimate." Quite an assessment coming from one who was once within.

According to Dr. Blumenfeld: ". . . half the adult population of this country lacks adequate reading and writing skills." The result? ". . . [W]e now have an underclass of people, all of whom attended government schools but emerged at the end of the process with no employable skills."

How is it possible that such a devastating objective could be foisted upon the American public? And why?

Dr. Blumenfeld says: "An important part of their program is to dumb down as large a portion of the population as possible to insure the permanency of elite universitarian rule." By design of the elitist, students who are considered gifted and talented will be separated from the "vocational proles" and trained to be the "rulers of tomorrow." Training begins in pre-school. According to Dr. Pierce, a Harvard University Ph.D, "Every child in America who enters school at the age of five is mentally ill, because he comes to school with allegiance toward [all our traditional institutions] . . . the truly well individual is one who has rejected all these things and is what I call the true international child of the future."

In the 1950's an investigation of the tax-exempt foundations was commenced by the Reece Committee. One investigator was frankly told the foundations were under directives to "use our grant making power to alter life in the United States." In a 1908 special meeting, trustees of the Carnegie Endowment for International Peace raised this question: "Is there any way known to man more effective than war, [for the purpose of altering] the life of an entire people?" After much discussion the conclusion was, no. Thus came about the First Great War. Then when the war was over, the problem was, how to retain gains made, to avoid a return to normalcy of life in the United States prior to 1914. At a meeting called the Cleveland Conference prominent individuals came to the conclusion that the only means was to gain control of the education system. Planned changes in the educational system were launched. Even so, the beginning steps of such a takeover occurred much earlier. In the late 1800's "an educational mafia captured the high ground of American education."

An ambitious plan, indeed. How can anyone hope to sway the whole of education? What is the source of such power and ability?

First, the curriculum is to be international. That which occurs here in the United States must "conform with international curriculum standards." And the objective goals are predetermined. The overall goal will be "developing individuals who can balance themselves *spiritually*, intellectually and physically." And just what is that spiritual objective? According to Ron Miller, publisher of the new-age *Holistic Education Review*: "It is not enough to educate for academic achievement and vocational skills alone . . . Holistic education is a spiritual worldview . . . a belief in . . . self-directing life force that lies beyond . . . intellectual understanding. It seeks to . . . nourish the natural unfolding of the human soul within" The system by which this training of "world souls" is accomplished is well developed. "The OBE is just the latest phase in the long-range plan to destroy Christianity . . . by taking control of the children and the family. It represents the final push for the complete implementation of the humanist/pagan system of education envisioned by men like Marx and Engels and which is intended to gain near total control of the mind of every child by the turn of the century." Dr. Blumenfeld says: "[It] is simply an instrument of control whereby the education establishment can force children and parents to serve the needs of the establishment." And since "age is a factor [in attempting] a complete . . . organization of attitudes and values," it is necessary to get to the minds of children as soon as possible.

And parents please take note: "as long as homeschoolers accept the basic premise that the state has a 'compelling interest' in education of 'its' children, the courts will find it easy to assert the legitimacy of state regulation of home education."

In conclusion: "Behold, I will send you Elijah the prophet before the coming of the great and dreadful day of the Lord: And he shall turn the heart of the fathers to their children and the heart of the children to their fathers, lest I come and smite the earth with [utter destruction]" (Mal. 4:5-6).

Can there be any doubt about the need for God's intervention?

Prayer Requests:

[Omitted for confidentiality]

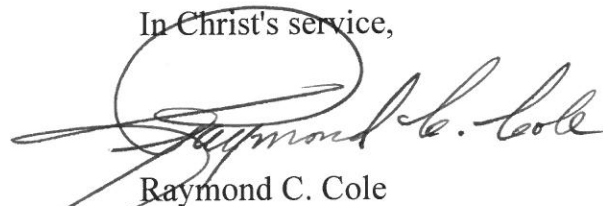
Trip Schedule

April 13, 14, 15	Knoxville	R.C.C.
April 21, 22	Austin	R.C.C.
May 13	Rochester	R.C.C.
May 20	Mosinee, WI	R.C.C.

Tape Schedule

Tape Series	Mailed	For	Title/tape #
WSE-BC 147-2	02/08	04/01	Mighty Acts and Miracles of God #2 (Flood)
WSE-RC 59-17	02/08	04/08	Despair or Glory, Which? #17
Passover	03/22	04/13	
NTBO	03/22	04/14	
First day of UB	03/22	04/15	A.M. & P.M. (two tapes)
Second day of UB	03/29	04/21	A.M. & P.M. (two tapes)
WSE-BC 147-3	02/22	04/22	Mighty Acts and Miracles of God #3 (Babel)
WSE-RC 59-18	02/22	04/29	Despair or Glory, Which #18
WSB-BC 147-4	03/08	05/01	Mighty Acts and Miracles of God #4 (Sodom)
WSE-RC 59-19	03/08	05/08	Despair or Glory, Which #19
WSE-BC 147-5	03/22	05/15	Mighty Acts and Miracles of God #5 (Abraham-1)
WSP-RC 18-2	03/22	05/22	Do You Know God's Will? #2
WSE-BC 147-6	04/05	05/29	Mighty Acts and Miracles of God #6 (Abraham-2)

In Christ's service,



Raymond C. Cole



Bryce G. Clark