

whose religion expressly forbids such activity and behavior. In the education system, this is rapidly and dramatically being done under the name of “tolerance” and “diversity appreciation.”

In the Post Modern world, tolerance is more and more frequently being understood as a “virtue” that accepts every opinion, action, behavior, teaching, etc. as valid. This is easily understandable since there is no absolute truth or absolute moral value system — only what each individual *believes* to be true — so — since *everything* (including truth) is entirely subject to culture and to man himself, *everyone* must “tolerate” *everything*. But this whole concept of “tolerate everything” falls apart when Post Modern individuals are asked to tolerate the opinion of someone who believes that there *is indeed* Absolute Truth — and it exists in the Word of God. *That* opinion is *not* tolerated by Post Modernists and *can not* be even hinted of in the Post Modern classrooms. Teachers in Post Modern classrooms instruct their students in diversity, multiculturalism, creativity, emotional expression, freedom and tolerance — well — tolerance as long as it *isn't* tolerance for the expression of a belief that is fundamentalist in nature. “Fundamentalist” today, refers to *anyone* who claims to know truth and thereby charges *any* other religion or belief system with falsehood, or claims *any* action, behavior, moral code, etc. to be wrong or unacceptable — no matter how evil it may be.

We have of course barely touched on the numerous ways Post Modernism is changing education. But even with just these few points, it's not difficult to understand how young people are also shifting their views concerning the Bible and their faith in God. They are getting a steady diet of Post Modernism concepts and it's drifting into their spiritual lives as well. The classrooms are demonstrating to them that conflicting truths and beliefs are not only acceptable, but the norm. If *education* is open to many interpretations — why not the Word of God? If there is no right and wrong in the classroom, why would there be right and wrong morals — or right or wrong ways to worship God — or right or wrong make up for families or right or wrong anything else for that matter? If every viewpoint is only a viewpoint from a viewpoint, and *every* viewpoint is *right* — even though they may be in direct *conflict* with each other, how can we expect our children to accept that there *is* an authority that *is right* — *ALWAYS* — and that authority is God. If this philosophy is finding its way into our churches — and it already *has* — how can we convince Christians that God's Word *is not* a spiritual smorgasbord. It *is* Absolute Truth. We *must* put our foot down to philosophies from Satan and get back to the basics of God's Word.

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**Next Issue: Post Modernism — A Slippery Slope — Part Four**

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# DILIGENCE

“We want each of you to show this same diligence to the very end, in order to make your hope sure.” — Hebrews 6:11

A ministry of Dennis and Sherri Owens

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Volume 6

July 15, 2007

Issue 12

## Post Modernism — A Slippery Slope — Part Three

We're continuing our discussion of Post Modernism and the various ways it is effecting our society as well as the Lord's Church. If you have not read the previous two issues on this subject, we recommend that you go to —

[www.gorfsystems.com/diligence](http://www.gorfsystems.com/diligence)

and read the June 15<sup>th</sup> and July 1<sup>st</sup> issues. Those issues covered a lot of foundational concepts that are important to understanding much of what we will discuss in this issue. Since this is such a diverse and complex subject, we'll not attempt to review in detail what has already been discussed.

The Post Modern philosophy is effecting virtually *every* aspect of our society — everything from health care to law to history to education to psychology to the Lord's Church. It would be impossible for us to discuss *all* of the different areas being influenced by this philosophy so we're only addressing a few in this series.

If we had to choose the areas that *we* believe are probably *the most influenced* by Post Modernism, we would have to say there are two — religion (including the Church and the moral value system of our society) and the field of education. In this issue, we will be discussing Post Modernism's effect on education. Once again however, we want to remind you that *we can not stress enough* that our comments concerning each of these different areas will in many cases be oversimplified and incomplete in order to keep each one as brief as possible while still providing *some* concept as to the gravity of the effects of this philosophy. So let's get started on —

**EDUCATION** — In our earlier discussion we established that the Post Modern philosophy accepts that *everyone* “constructs” their own reality (or truth) with biases so it is therefore *impossible* for me to tell you that you are incorrect about *anything* since I can not possibly view *anything* from the position of your biases. While it *is* true that each of us form many of our views based on who and what we may have encountered in our past, Post Modernism takes this to a whole new level — *especially* in the field of education.

In the Age of Modernism (as opposed to the Age of *Post* Modernism), teachers or educators communicated the knowledge they had acquired during years of study to the students in their classrooms. The job of the student was to acquire knowledge from the “expert” — the teacher. Even when the subject called for

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critical thinking or discovery of knowledge (such as formulation of mathematical equations or scientific hypothesis) on the part of the student, the teacher was *still* the expert and would correct the student if and when the student failed to achieve the correct answer or use the correct method to arrive at the desired conclusion. In the Modernist classroom, there were right answers and there were wrong answers. There were correct and accepted methods and *incorrect* methods. There was truth and there was error. The classroom was a place where the students learned from the teacher which was which.

In the Post Modern classrooms, students “construct” or invent knowledge — it isn’t *discovered* as before but is rather “constructed” in the minds of the learners. Remember we said that “truth” differs from individual to individual. This means that since all teachers have based *their* truth (or knowledge) on *their* biases, their truth is not necessarily useful to every student so the student must “construct” his or her own truth based on whatever biases any particular student might have. The teacher’s mastery of knowledge in any given field is of no greater significance than is the students “construction” of knowledge — both are of equal value. Sound strange? Sure it does but remember that Post Modernists believe it is *virtually impossible* to be unbiased and objective about *anything* — *everything* and *everyone* is the product of biases — so — there is no absolute truth about anything — it’s *all* subject to the culture, background, ethnicity, language, etc. of each individual. This means that it is completely inappropriate for a teacher with a Masters Degree in English Grammar to tell an inner city Afro-American that he or she must use the Grammar suitable to the teacher rather than Ebonics. That would be inflicting the *teachers biases* on the student and therefore expecting the student to “conform” to the culture that has *made up the biases* of the *teacher*. This same would hold true in demanding that a Mexican immigrant “conform” to the culture of an American classroom and learn to speak English. Post Modernism would require that the education system provide Spanish speaking classrooms for that child — otherwise the child is being asked to “construct a reality” that is according to someone *else’s* biases other than his or her own. In a Post Modern educational system, *no* minority individual should ever be asked to conform in *any way* to existing social or school standards. They should rather be encouraged and allowed to exist with the exact standards *of the culture* that exists *in their own community*. The job of the Post Modern teacher is to provide an atmosphere where the student can “construct” his or her own knowledge — useful to the student *in his or her own* culture, circumstances, etc. — *not pour the teachers* (biased) knowledge into the head of the student. It is not entirely unlikely that this Post Modern view of teaching will completely do away with many subjects (such as Grammar) in years to come.

So you think this is not really happening? Let’s mention just a couple of *really simple* examples that demonstrate this process is well on its way in the education system. Have you noticed that teachers no longer insist that there is a correct

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way and an incorrect way for the student to hold his or her pencil? It’s pretty much up to the student to “construct” the way that is best for him or her. Want more evidence? Have you noticed how many schools have left the A, B, C, D and F method of grading students? That’s because in cases where the teacher and student disagree, it is the teachers job to *affirm* the students *efforts* — even though the student may have reached what the teacher would consider to be a wrong answer. Professor Emeritus Ernst von Glasersfeld, a world renown philosopher and formulator of the “constructivism” theory states that for the student to be told that his or her solution is *wrong* is “unhelpful and inhibiting because it disregard the *effort*” made by the student. The Post Modern teacher will not “judge” the student in any way at all for fear of *harming the self esteem* of the student. One *has* to ask at this point whether or not “education” actually exists if the teacher refuses to call any answer “wrong?” This system — if continued to be allowed to flourish — will eventually undermine the whole basis for education. If there *is no* right or wrong for the teacher to teach, why teach at all? In his book *The Death Of Truth*, Dennis McCallum states: “If children can’t be corrected for wrong answers because it *damages their self esteem*, the only result will be incompetent students who feel good about their ignorance! One well known study assessed students from many countries in two areas: their *estimation* of their mathematical competence, and their *actual* mathematical competence. Not surprisingly, American students ranked *first* in their *assessment* of their own competence but they ranked *last* in *actual competence*. Conversely, Korean students ranked *last* in their *assessment* of their own competence, but were *first* in *actual competence*.” (pg. 119 - emphasis added)

Another aspect of the Post Modern effect on education concerns that of minority cultures. The term “multiculturalism” has become somewhat of a buzzword in today’s society. Originally, multiculturalism was a true concern for efforts to familiarize ourselves with and understand those of other cultures. Post Modernism however has overtaken that *genuine* concern and turned it into something quite different from the “melting pot” theory where various cultures contribute to an existing culture *while* they assimilate into the dominate culture. Post Moderns believe that all minorities have historically been marginalized by the dominate and more powerful culture — that is to say the rich, white, heterosexual males of European descent. While in one sense of speaking this might be true, since majorities generally control the voting process as well as the rule making assemblies, (that’s called “democracy” in most circles), Post Modernism takes this to a level beyond its beneficial intentions. Post Modernists claims that since society has *always* been dominated by rich, white, Euro-descent, heterosexual males *they* are the ones who bare the burden of making *all* of the concessions to diversify society.

We must also remember that since there *is no absolute moral* standard, there can be no limits on diversity. This would mean that the gay and lesbian community has to be completely accepted in *every way by every culture* — even those cultures

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