

20. These three attributes are reasons for Paul to “boast,” indicated by the word **καύχησης** (*kaúchēsis*), genuine pride in those who have accomplished the spiritual advance.
21. We know that the occasion is the Evaluation Tribunal because of the phrase “before our Lord Jesus Christ at His coming.”
22. To emphasize to the believers at Thessalonica, Paul finishes the verse with the rhetorical question, “Is it not of course you?”
23. He leaves no doubt by concluding the chapter with the statement, “For you are our crown of glory and our unalloyed happiness.”
24. The verb here is the present indicative of the plural verb **εἰμί** (*eimí*). The tense is an “instantaneous present, which indicates the action is completed at the *moment* of speaking.
25. The indicative mood affirms that it is a fact these believers are the reason pastor-teachers are able to boast about their confidence, unalloyed happiness, and glory.

D. Conclusion

1. Once a crown award is confirmed for conveyance it will be awarded at the Evaluation Tribunal, but reversionism can prevent it from being presented:

Revelation 3:11 I will be coming suddenly; hold on to what you have, so that no one may take away your crowns.” (EXT)

2. Spiritual maturity is a stage in a believer’s advance. Once attained, it is not set in stone. Negative volition can intrude into the soul of any person and begin the anfractuous journey through reversionism.
3. Since the Rapture is imminent, every believer should take the advice that the Lord offers next with the present active imperative of the verb **κρατέω** (*kratéō*): “hold fast.”

4. The present tense is progressive indicating that this action must be continuous. Put another way, “do not ever let go of what you’ve got.”
5. The active voice is directed to the believer that has advanced to spiritual maturity and the imperative mood is a command: “Continue to hold on fast to what you have acquired,” i.e., the high ground of spiritual maturity.
6. The mandate to “hold fast” is a warning against reversionism followed next by a purpose clause introduced by the conjunction **ἵνα (hína)**: “in order that.”
7. The warning now identifies the usual suspects, the masculine singular of the noun **μηδείς (mēdeís)**: “no one.”
8. And what may “no one” have on their minds? It is to “take away,” the aorist active subjunctive of **λαμβάνω (lambánō)**. The aorist tense is consummative insinuating that the act of “taking away” is already in progress, but the action is brought to a conclusion.
9. The active voice indicates that reversionists produce the action of “taking away” the believer into reversionism.
10. The subjunctive mood is potential due to the purpose clause. It is potential because it implies a future reference and is qualified by the element of contingency.
11. The contingency refers to the potentially bad decisions of the advanced believer whose volition is vulnerable to temptations by the Dark Side.
12. Potential culprits include loved ones, friends, or someone you admire whose attractiveness, personality, influence, or social station lure the believer into allowing their distractions to take precedence over making the study of doctrine the number one priority in life.

13. To make the advance to the copacetic spiritual life and acquire the conveyance of escrow blessings including the crowns of righteousness, life, and glory, means there will be efforts by the “deceitful spirits” to counter attack with “doctrines of demons.”

1 Timothy 4:1 Now the Holy Spirit speaks expressly that in latter periods of time [**during the Church Age**] some shall depart from the faith [**become apostate from truth**] by the process of concentrating on deceitful communicators [**tenured faculty**] teaching doctrines [**the curriculum**] of demons [**in the Satanic Academy of Cosmic Didactics**]. (EXT)

14. This system’s modus operandi includes propaganda, disinformation, and ideology. Each needs to be defined:
 - (1) Propaganda: The systematic propagation of a cause or of information reflecting the views or interests of those advocating such a cause.
 - (2) Disinformation: Deliberately misleading information announced publically or leaked by a government or especially by an intelligence agency in order to influence public opinion.
 - (3) Ideology: A set of doctrines or beliefs that are shared by the members of a social group or that form the basis of a political, economic, or other system.¹
15. All modern-day conspiracies hide behind an organized ideology which Karl Marx defined as “A pseudo-philosophical, rhetorical veil that conceals, but advances, the economic interests of a class.”

¹ *The American Heritage Dictionary of the English Language*, 5th ed., (2016), s.vv. “propaganda,” “disinformation,” “ideology.”

16. This is carried out in the United States by NGOs— Non Governmental Organizations—many of which are designated as 501(c)3 nonprofits including religious, educational, charitable, scientific, and literary organizations. There are actually 29 categories of “501(c)” organizations that are tax exempt.
17. It is within these 29 categories that organizations can be certified to carry out their stated agenda.
18. For many of these, the proclaimed ideology is in reality a façade to conceal a hidden agenda. It accepts the fact that in order to advance the interests of the conspiracy a false front must be developed and promoted.
19. All conspiracies have leaders whose objectives are power, control, and influence. They need a cause, a mission, or an ideology behind which they can conceal while advancing these objectives.
20. Consequently, they approach a vulnerable group of people who can be controlled by flattery, money, fame, or attention. Easy targets are members of special interest groups who are in the cosmic systems functioning under crusader arrogance.
21. The conspiracy leaders feed the lust pattern of the crusaders by assuring them that their special interest is not only valid but is being ignored. Such approbation is the catalyst which unites the crusaders with the conspirators.
22. The crusaders become pawns in a strategy to achieve some unstated and hidden agenda of the conspiracy.
23. What emerge are ideologies under the Marxist definition: The crusaders become the mouthpiece of the conspiracy. Their philosophy is really a verbal veil which conceals while at the same time advances the hidden agenda.
24. The Crusaders Public Agenda: Make claims that the municipal police departments of America are prejudiced against its black citizens.

25. The strategy is to choose a situation that can be manipulated in such a way so that the guilty citizen is portrayed as an innocent victim of police brutality.
26. Media reporters, wittingly or unwittingly, interview alleged witnesses who contend that the citizen, with his hands raised in surrender, was wantonly gunned down by a trigger-happy policeman.
27. There is no doubt that somewhere in America at some time a scenario such as this occurred. But it did not occur in Ferguson, Missouri, Baltimore, Maryland, or Dallas, Texas.
28. What did occur in Ferguson was the coming out party of Black Lives Matter, with character assaults on Officer Darren Wilson, County Prosecutor Robert McCulloch, and some members of the grand jury.
29. The conspirators' hidden agenda was the systematic breakdown of respect for law and order, loss of authority by uniformed police officers, and the empowerment of enraged citizens to conclude they could participate in anarchy without fear of retribution.
30. Now, Black Lives Matter is a well-funded terrorist organization, probably with a 501(c)3 designation, which has morphed into a ready-response team to foment chaos when a person is shot by a police officer.
31. If the major desire of the conspirators was to foment a breakdown of law and order, then they succeeded beyond their wildest dreams.
32. With these examples, we and can take Marx's rationale, reword it, and then apply to present-day conspirators and their manipulated crusaders.
33. Progressive ideology is a pseudo-philosophical, rhetorical veil that conceals while it advances its hidden agenda.

34. This ideology's origin and original influence on American education is summarized by *The New Encyclopaedia Britannica* as follows:

Progressive education, a movement that took form in Europe and the United States during the late 19th century as a reaction to the alleged narrowness and formalism of traditional education. One of the main objectives was to educate the "whole child"—that is, to attend to physical and emotional, as well as intellectual, growth. The school was conceived of as a laboratory in which the child was to take an active part—learning through doing. Creative and manual arts gained importance in the curriculum, and children were encouraged toward experimentation and independent thinking. The classroom, in the view of Progressive's most influential theorist, the American philosopher John Dewey, was to be democracy in microcosm.

The sources of the progressive education movement lay partly in European pedagogical reforms from the 17th through the 19th century, ultimately stemming partly from Jean-Jacques Rousseau's *Émile* (1762), a treatise on education, in the form of a novel, that has been called the charter of childhood.

Throughout the late 19th century, a proliferation of experimental schools in England extended from Cecil Reddie's Abbotsholme (1889) to A.S. Neill's Summerhill, founded in 1921. The progressive educational ideas and practices developed in the United States, especially by John Dewey, were joined with the European tradition after 1900. In 1896 Dewey founded the Laboratory Schools at the University of Chicago to test the validity of his pedagogical theories.²

35. The rhetorical veil pervades the curriculum of outcome-based education. Learning is achieved by rote memorization with the goal of feeding information back on standardized tests.
36. Progressive ideology is the rhetorical veil so each student is indoctrinated with what the system wants him to *believe*.
37. Classical education begins with the basics of grammar, argument, and oratory. From this foundation, knowledge is merged with logic and consulted in support of a proposition.

² *The New Encyclopaedia Britannica: Micropaedia* (Chicago: Encyclopaedia Britannica, 2010), 9:722.