

10 Reasons Why You Should Not Send Your Children to a Public School If You Are Christian, 2nd Ed.

By: David Hall, Headmaster, St. Paul's Lutheran School

Preface

"If you turn your children over to progressives to be educated, they will be returned to you as strangers." - Grant Horner -

The following article was written to warn all Christians to really think about where you decide to send your children to school. I have a somewhat unique experience of working in both the public and private school settings. From my experience, public schools are not a good choice for Christians, or anyone, for that matter. For the past 100+ years, public schools have been specifically designed to indoctrinate students and move them away from God and Jesus in some of the most devious ways imaginable. This indoctrination does not benefit students in any way, but harms them tremendously. These are just some of the main strategies that are actively being carried out, many specifically targeting Christian beliefs.

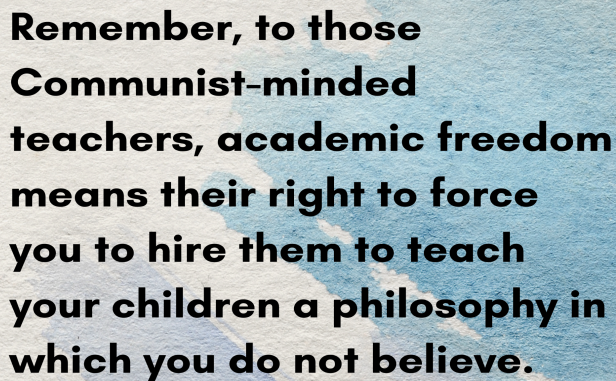
Introduction

Did you know that the United States public school education budget is now larger than our National defense budget and all other government services? In 2021, the federal government spent \$754 billion on national defense and in that same year, \$756 billion was spent on public elementary and secondary education! The United States has the highest defense budget in the world, so this is staggering. Where is all this money going, what purpose does it serve? It's no coincidence that the education budget is similar to the U.S. military budget, because schools are also at war. Education is the high ground in the Christian's battle with the forces of humanism, atheism and the devil.

God created everything, so it would be impossible to teach and learn at a school by leaving him out. He created the earth, sun, moon and the stars, and all living creatures, so how could you teach real science? How could you teach math since math is the language of God's creation? How could you teach history of mankind when God created man and woman? The concept of "neutrality" in schools is a complete myth because as Jesus proclaimed, "He who is not with

me, is against me". Matt. 12:30. And Paul states in Romans Chapter 8, "If any man have not the Spirit of Christ, he is none of his." After the 911 terrorist attack I remember George Bush stating something similar, "Either you are with us or you are with the terrorists". When I first heard this, I thought it was very "harsh", because I was not a very devoted Christian at that time. Many people used his statement to denigrate the Bible, and I fell for it. Now, of course, I know better.

There is absolutely no neutrality in this world. You can not be neutral concerning Christ, he does not allow for it. You are either with him, or AGAINST him. *"Only two forces are at work in this world, the gathering and the scattering. Whoever does one, contradicts the other."* - Morgan Campbell.



**Remember, to those
Communist-minded
teachers, academic freedom
means their right to force
you to hire them to teach
your children a philosophy in
which you do not believe.**

- Joseph McCarthy -

So public schools are unfortunately spending billions of dollars teaching students to not love God, but ignore him, and believe he does not exist, all under the guise of "neutrality". This is pure evil, in my opinion. Many public school administrators may say, "what are you talking about, we don't teach satanic religion, we teach no religion!" Well, as we all know, the devil does not roam around like a monster or roaring lion with horns and a pitchfork. He is not stupid, he is clever, and he knows that the best way to deceive agnostics, atheists, etc., is to present himself in a harmless way, i.e., a wolf in

sheep's clothing. It is treason against God to hand our children over to non-believers to be indoctrinated and thoroughly brainwashed into obeying false beliefs. Imagine if our Christian school budget was similar to theirs! What would our country be like?

Students can not receive real learning without God, and as Christians, we must reject the pagan outlook. "The purpose of a Christian education is to enable the child to grow in the image of God into a mature adult, to equip him to shoulder his responsibilities as God's image bearer, and provide him with the tools to fulfill his creation to mandate to extend his dominion over the earth as God's vicegerent." - Stephen Perks. We should not subject our children to an education which exposes them to a false religion with no God, 40+ hours per week!

1. Public Schools Are NOT Neutral

Removing school prayer from schools was the last step in permanently removing God from public schools. By deliberately removing God from learning, public schools are not neutral, because a Godless environment is atheism, which is NOT neutral at all. A perfect example is the teaching of evolution. Evolution is a theory that all life was randomly assembled, without the involvement of a creator. There is very little scientific evidence for this, yet it is taught as if it is a scientific fact. By deliberately excluding God from learning, public school teachers are lying to children and essentially leaving them open to being influenced by ungodly forces. This is dangerous, and not “neutral”.

2. The Disease of Moral Relativism

A very dangerous threat promoted by progressive ideologies and adopted by all public schools. This is the idea that there is no absolute morality (handed down by our Creator). Another atheistic belief disguised as being neutral. Moral relativism basically states that whatever you believe is right for you, do it! There is no moral “yardstick” like the ten commandments, and students are encouraged to act only on their own feelings, listen to their heart, and do what they think is best. All nice sounding, but incredibly dangerous

YOU CAN'T REPENT
if you don't believe in **sin** to
repent of, and you can't believe
in sin if you don't believe in a
real moral law, because sin
means disobeying **that**.
Moral relativism eliminates that
law, thus sin, thus repentance,
thus salvation.

PETER KREEFT From his book, *A Refutation of Moral Relativism*

and destructive. Not only do they ultimately turn the students into disillusioned and depressed young persons (they are too young to determine what is right and wrong for themselves, so will just give up), but this will drive a wedge between them and their parents. A belief in God is also a belief that there is definite good and evil, and God has given this to us through his teachings, starting with the ten commandments. With no moral foundation and God, this leads to a very dangerous form of moral relativism and an “if you stand for nothing, you will fall for anything” way of life. One of the fundamental teachings of Christianity is that we are born sinners, and

must turn to God to confess our sins and repent. We can not be saved without God because of our fallen nature. Public schools create a “cult of the child” by telling them they are perfect the way they are, and only do wrong because of the world they live in. This form of secular humanism is not neutral but in direct conflict with God.

Christians believe that only God can know the ultimate truth. However, as Christians, the more we get to know God, the closer we can get to His truth. In public schools, students are taught that “truth is in the eye of the beholder”. This false teaching allows for students to determine what is true in their eyes and teachers must accept this. This false philosophy has led to a huge surge in public school discipline problems that cause constant disruption, stress on teachers, and loss of learning for students.

3. Progressive or What is New is Better

“I believe that education is the fundamental method of social progress and reform.... the plasticity of the child shall not be artificially and prematurely hardened into a philosophy of life, but that experimental naturalistic aptitudes shall constitute the true education.”

- John Dewey -



Another non-neutral belief. In schools, teachers are constantly bombarded with new programs, curriculum and teaching styles that their schools are adopting. They never fully work and are never fully integrated in the school. They are not supposed to be. They are designed to manipulate teachers into thinking that what is new is better, and one day something new will come along and solve their problems, but it never will. Most of these new reforms almost always have nothing to

do with the content of what is taught, but the way it is taught, as if a new way of teaching will help students learn better. Teachers are therefore taught many “engaging” teaching methods, but are very weak in content understanding. They have also turned against time tested classics opting to teach new literature that they falsely believe is better, (mostly written by left-leaning socialists and Marxists). Most of this new literature contains very dangerous ideas for kids, such as the book “The Hunger Games” which is taught in many middle schools.

4. Students Are Just Cogs In The Machinery And Not Divine Creations

Sadly, public schools focus more on indoctrination than real learning. Today, it seems that they only desire to teach students WHAT to think, not HOW to think. It has been this way since the very origins of the public school system. It was designed to undermine student individuality and expression, in favor of turning students into virtueless “factory workers”. The quality of student curriculum and learning has gradually eroded and a “dumbing “down” has occurred in many public schools. Instead of teaching to the best, public school teachers teach to the lowest. It is “politically incorrect” to promote the best in a school at the expense of the lowest, so the bar is lowered. This is a very dangerous progressive mindset. Children are divine creations that should be nurtured, not insignificant “machines” on an assembly line of learning. Sadly, students in public schools are looked at as a number, a potential problem, and not valued. Because God has been taken out of education and learning, the divine has been removed from his creations, the students. Their value is then only in terms of how they can be “functioning members of society”, and not unique, God-created individuals who should be carefully guided to learn the truth of their God and Creator and all His creations.

5. Teacher Unions

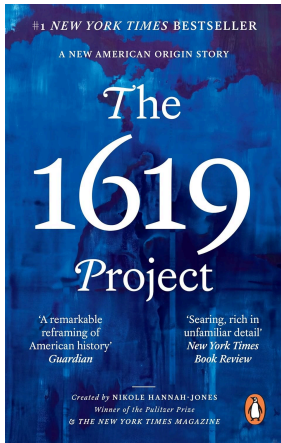
The union's purpose is solely to protect the rights and salaries of the teachers. The unions are very powerful, and they do not care about the welfare of the students. Teachers unions also promote severely left-wing policies, many of which are anti-Christian such as abortion. Remember, to those Communist-minded public school teachers, academic freedom means THEIR right to force YOU to hire THEM and to teach YOUR children a philosophy in which you do not believe, and goes against your Christian beliefs.

6. Anti-Christian Lies In Teaching History

You can resolve to live your life with integrity. Let your credo be this: Let the lie come into the world, let it even triumph. But not through me.”

- Alexander Solzhenitsyn -

History textbooks have long been “revised” to promote the idea that the mostly European and Christian west has engaged in colonialism and imperialism with the intention of subjugating



other races, and undermining their cultures. This is of course the “1619 Project”. History books promote the myth that Christian missionaries did not help native peoples at all, but only brought them death, slavery and misery. In addition to promoting obvious lies that coincide with their leftist agenda, progressive educators love to conveniently leave historical events out of the picture that make their ideologies look bad. For example, students are not taught the true nature of Communism and the many atrocities that were committed against Christians in many countries. According to Alexander Solzhenitsyn, author of *The Gulag Archipelago* and *One Day in the Life of Ivan Denisovich*, 66 million Russian Christians were murdered by the Bolsheviks from 1918-1959. Why do they not teach this?

Because most teachers and staff in public education have Communist, Socialist or Marxist leanings. History teachers are mandated by law to teach the Holocaust, but why do they not teach the enormous atrocities that occurred under Communism?

7. Anti-Christian Lies And Logical Fallacies Taught In Science Class

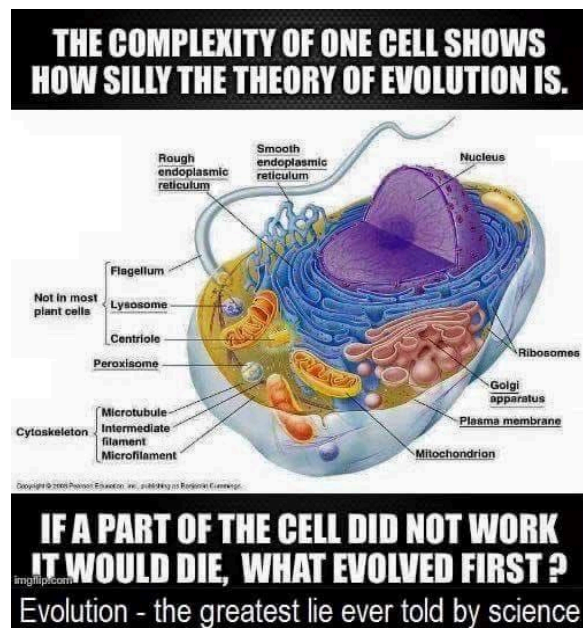
We live in an age today where science rules supreme. We are told to “trust the science” no matter what, even if it contradicts our own ability to sense and perceive things. Is this real science? No, it is a new religion that is fooling millions today and turning thousands of Christians into atheists on a regular basis. It is of course the religion of scientism. Next to false churches with wolves in sheep's clothing as pastors and priests, it's the greatest enemy and attacker of the Christian Church and religion. But of course Paul warned us almost 2000 years ago, ***“O Timothy, keep that which is committed to thy trust, avoiding profane and vain babblings, and oppositions of science falsely so called.”*** 1st Timothy 6:20.

- Christians don't deny real science, i.e. the scientific method, they deny science falsely so-called, i.e. scientism.
- It's not religion vs. science, but good science vs. bad science.
- Christians don't deny real evidence, facts and sound logic, they deny speculation, assumptions, the “experts”, and logical fallacies.
- Christianity confirms real science, ancient paganism and mysticism confirms scientism.

Then what is real science, you may ask? Real science is rooted in the scientific method, which is what I teach to all grade levels. This includes a desire to always question things around you, observation with your five senses, and of course, experimentation. But scientism says don't

trust that, trust us and it is founded primarily on “science experts”, universities, science agencies and a plethora of logical fallacies. Scientism is not real science but instead a type of philosophy or world-view that claims that religious or philosophical ideas are only your private feelings. In scientism, therefore, science is the only form of truth and rationality. Scientism has created numerous “plausibility structures”* or mental strongholds that have imprisoned the minds of millions into thinking a certain way about scientific concepts and theories. Scientism also claims that the methods of science are superior to any other method of determining truth. While science believes a thing because it has been observed or proven to be true, scientism, on the other hand, believes a thing because “science” says it is true.

Scientism, which is a full frontal assault on our own ability to observe and perceive our world and the things in it, severely suppresses our natural curiosity and desire to know the truth. This is the main objective in public schools, unfortunately, as J.D. Rockefeller put it, *“I don’t want a nation of thinkers, I want a nation of workers.”*

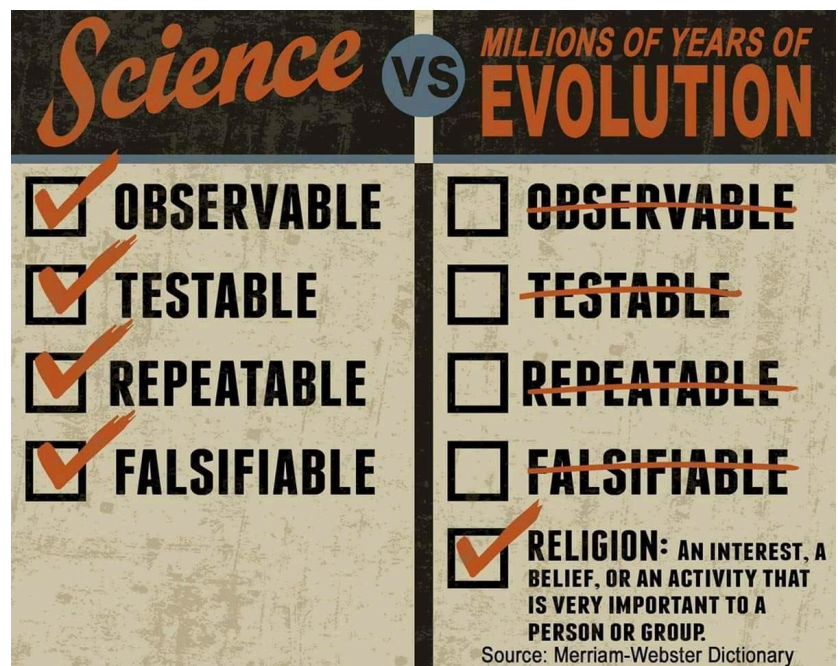


This all of course goes completely against God and the Bible. God wants us to know the truth, and he clearly tells us this in scripture. Scientism is no match for the Bible, you can trust it 100% even for real science. Why? Because the Bible is inspired by the word of God. Luther even states, *“One passage of Scripture has more authority than all the books of the world”*. (Luther, XIX:1734). So no matter what you see, read, or hear, it does not supersede the truth of the Bible. *If you want to know more about this topic, I highly recommend the book, *Scientism and Secularism*, by J.P. Moreland.

Evolution is taught in science, which blatantly denies the existence of God, and claims all life is random. This can cause many to believe that there is no purpose in living, which is extremely dangerous. Children who are brought up in a Christian household and taught that God is real, and the Creator of all things, will then rebel against this fundamental truth because they will learn the opposite from their science teacher who they “love”. Parents will not even know what is going on when their children gradually rebel and turn away from God and Christianity, falsely believing they were lied to by their parents.

Public schools only teach the theory of evolution and do not teach Creationism or even Intelligent Design theory. This demonstrates that they are NOT at all neutral like most believe but hostile to God's word and truth. They teach evolution as if it is true even though it is only a theory, and based on many different logical fallacies, including appeal to the mob and authority. There is NO evidence that one species has or can evolve into another, yet that doesn't concern progressive teachers. Why? Because the belief in evolution is a full frontal assault on the existence of God, and the progressives like it that way, because most are atheists. In fact, the most violent and destructive branch of the God hating left is of course Communism. Did you know that the bogus theory of the "primordial soup" (the theory that life somehow spontaneously generated from non-living components) came from the Soviet Union under Stalin's regime? A regime that was responsible for murdering well over 20 million Russian Christians?

Now why, you may ask, would hardcore Communists be interested in evolution? Because that is how much they hate God: they are willing to manufacture fake scientific theories to undermine our Creator at great costs to Christians, and scientists as well. The term "primordial soup" was coined by a Soviet Communist by the name of Alexander Oparin in 1924. He must have done extensive research and conducted many experiments to prove this theory, right? Unfortunately no, it is all just



speculation. An experiment was conducted in the 1950's to try and prove this theory, 30 years after Oparin, but all the scientists ended up creating were some basic proteins. To these theoretical scientists, this was enough, because, well, proteins are the building blocks of life, so therefore they theorized that life would "logically" be the next step. You may be asking why something which originated in the Soviet Union, a country responsible for the greatest amount of death and destruction in the 20th century, and is based in scientific speculation and not the scientific method, is so universally accepted and promoted as THE truth in millions of public schools in the United States? Great question, unfortunately this brief essay does not allow for a proper explanation, maybe some other time perhaps. Teaching only evolution to students,

when it is based on theory and speculation and not solid experimentation is a problem, because if science teachers truly cared about “critical thinking” skills they would also teach Intelligent Design and Creationism. However, they conveniently leave both out because of their hatred towards the Creator. This is the greatest logical fallacy that they engage in: lying by omission. This evolution plan to move us away from God is just one of the branches. The root cause started centuries earlier and is much more insidious.

8. The Sexualization of Children

Over the past several decades, the outward promotion of sexuality, perversions and sins against our Lord have skyrocketed in the public high schools, and even elementary schools. When I attended public schools in the 1980s, promiscuity was rampant, and it was actively being promoted by the school culture, and in many cases the teachers as well. It was something everyone knew was going on and the teachers sadly, did not discourage it. Today, of course, it has sunk to a new low, with the active promotion of homosexuality and other perversions.



Many parents will complain, but teachers will say, “We don’t have a class on transgenderism or homosexuality!”, but they are of course only telling half truths. This brainwashing is not in the curriculum, it is in the pedagogy (the way teachers teach their students). This deceptive approach bypasses most parent’s knowledge, so they have no idea that their children are being indoctrinated, albeit of a subtle nature, throughout their school career.

At this time, students are allowed as early as 1ST GRADE to “change their sex or gender” (something biologically impossible) WITHOUT parental consent, but with full support of the increased social work and counseling staff now at most schools. Teachers must go along with this, or they risk being fired. Parents must go along with this or they risk losing their child. Most school libraries are now filled with all kinds of deceitful propaganda promoting homosexuality and “transgenderism” to students as young as kindergarten.

This whole process of indoctrination and forcing this on students was illustrated very well in George Orwell's novel 1984. Towards the end of the novel, the main character Winston is interrogated to finally believe an obvious lie, that $2+2=5$. At first, he just agrees so he will suffer no longer, but eventually, over time and days of interrogation, he actually believes it. How does this relate to homosexuality and transgenderism? Here is how: There are only two sexes, and whichever one you are born with, you will always remain that sex. This is basic biology, and this is " $2+2=4$ ". But, when progressives say that "gender is fluid", and that you don't have to settle for the gender or sex you are born with, they are obviously lying to students, but they continue over and over again, until the students are forced to believe that " $2+2=5$ " is actually the truth. This serves two purposes: 1) This is a direct attack aimed at God and the nuclear family, which they despise. 2) If they can get children to believe an obvious lie, they have great control over them, and they will be able to feed them lie after lie and manipulate and turn them away from their parents, God and Christianity and get them to believe that a mental illness is a "civil right", among many other disturbing lies.

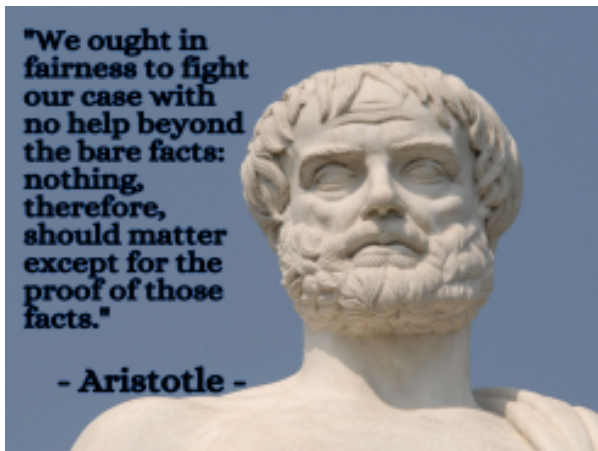
9. There Is No Critical Thinking Taught, Only "Critical Theory"

Critical thinking is taught in public schools, but it is not what you think it is. The term is classic "double-speak" because there is no critique and there is no thinking. It is code, of course, for political correctness. Parents think they are sending their students to learn how to think critically and discover the truth about things, but sadly, this is not what is going on. Public schools teach students that certain ideas are "dangerous" and they should not be discussed. Some of these "dangerous ideas": the belief there is a God,



there are only two sexes, homosexuality is bad, God created all things, the founding fathers were great men, etc. Today, the left uses the tactic of labeling all ideas they despise as "dangerous". The next step, of course, is to ban those ideas, because they could "threaten society". Real critical thinking is looking at the facts and evidence concerning a particular issue, for example, global warming. At public schools they only show you one side, but real critical thinking would allow students to examine ALL the evidence and decide for themselves. Real critical thinking empowers the thinker to make his or her own decision based on facts and

evidence. Critical thinking at public schools makes students dependent on the “expert” (their teacher) to guide them towards the “accepted” conclusion.



Where did “critical thinking” and political correctness originate? It all goes back to something called “Critical Theory”, which was created by Marxist-Socialists in nineteen twenties Germany as a think-tank group designed to undermine Western-Christian culture. Critical theory then became what they call it today: Critical Race Theory (CRT). All public schools are now teaching critical race theory which denounces CHRISTIAN European history as evil and the cause of the world's problems, and alleges that Christian

Europeans are a racist group that believes themselves to be superior. Of course, there is no evidence or proof of this, as the left relies totally on their own Christian hating agendas which are not rooted in the promotion of truth, but rather the spreading of evil lies.

10. Teachers Don't Teach Students, They Are Only Facilitators, Teachers Have Rules, But They Can't Enforce Them

In public schools today, teachers are no longer the source of knowledge and authority. Due to the disease of moral relativism, students take charge and determine their own learning. This may sound good, but most students make terrible and uninformed decisions, and this just leads to disorder and chaos in the classroom. If you do not have a central figure of authority for knowledge and discipline, such as a teacher at a Christian school, real learning can never take place. In public schools, teachers focus more on how they teach than what they teach. This is done not by choice, but in order to survive each day. Yes, public school classrooms have rules, but teachers are not allowed to enforce them, so they are forced to entertain the students, to keep their behaviors at a minimum.

Here is just one example of many. At my second public school teaching assignment, I was just finishing up one of my science class periods. There was one student who still had a textbook that I was trying to collect from him, but he was being difficult. I repeatedly asked him to hand me the book, but he just taunted me saying things like, “you want this book? Huh? Here you go... nope, too slow”, etc., etc. After 5 minutes of this nonsense I finally grabbed the book from his hands. I decided to give him an after school detention for his behavior, but instead, I was

called to the principal's office. The student accused me of hitting him, but that accusation was downgraded to "invading his personal space". So instead of any appropriate disciplinary measures for the student who was acting disrespectful, I received a written warning for my behavior.



Because of common interactions like this, teachers learn very fast that you must be an entertainer in the classroom, in order to thwart student boredom, which then leads to bad behavior. Content is not a priority, because a focus on this could cause students to "revolt", and no teacher wants this on a day to day basis. So, they create "engaging" lessons and "fun" activities that keep students occupied, but do not challenge them or teach them much of anything. Instead of teachers acting as an extension of their student's parents, they are actors and performers, like clowns at a circus, in order to get through their day without having to deal with negative student behavior.

Conclusion

One of the things I cherish most about our school are the clear and concise classroom rules that we follow on a daily basis. They lay the foundation for everything else, and without them, students would have a severe disadvantage in learning. What is the origin of rules? The ten commandments of course. This is why we study them first. The ten commandments totally defy the false concept of moral relativism. This is the idea that no one can be judged, and that you should not criticize any other organization, viewpoint, religion, because they are all "equal". At public schools they focus on values over rules, which promotes the false concept of relativism. This teaching gives students a false illusion that they can "manage themselves" and that ultimately there are no universal rules to follow, only personal values created by each individual student. Since this power is given to children, this is a serious mistake and will lead to chaos and disorder over time. For children, classroom rules and the ten commandments are essential and necessary to lead students in the right direction of humility and the fear and love of God. Our catechism clearly states, *"God threatens to punish all that transgress these Commandments. Therefore we should fear His wrath and not act contrary to them. **But He promises grace and every blessing to all that keep these Commandments.** Therefore we should also love and trust in Him and willingly do according to His Commandments."*

Books to consider reading:

Blumenfeld, Samuel and Newman, Alex. *Crimes of the Educators: How Utopians Are Using Government Schools to Destroy America's Children*. Washington D.C.: WND Books, 2014.

Blumenfeld, Samuel. *NEA Trojan Horse in American Education*. Boise: The Paradigm Company, 1984.

Evers, Williamson. *What's Gone Wrong in America's Classrooms*. Stanford: Hoover Institution Press, 1997.

Gatto, John Taylor. *Dumbing Us Down*. Canada: New Society Publishers, 1992.

Hegseth, Pete. *Battle For the American Mind: Uprooting a Century of Miseducation*. New York: Broadside Books, 2022.

Illich, Ivan. *Deschooling Society*. London: Marion Boyars, 1970.

Jones, Kitty and Oliver, Robert. *Progressive Education is REDucation*. Boston: Meador Publishing Company, 1955.

Korcok, Dr. Thomas. *Serpents in the Classroom: The Poisoning of Modern Education & How the Church Can Cure It*. Irvine: 1517 Publishing, 2022.

Lindsay, James. *The Marxification of Education*. Orlando: New Discourses, 2022.

Lynd, Albert. *Quackery in the Public Schools*. Boston: Little, Brown and Company, 1950.

Perks, Stephen. *The Christian Philosophy of Education Explained*. England: Whitby Avant Books, 1992.