



St. Paul's Lutheran School

SPRING 2024 NEWSLETTER



St. Paul's Teaching Staff:

Dave Hall, Headmaster, Science, History and Literature Teacher
 Rev. Edward Naumann, Pastor and Catechesis Teacher
 Holly Klotz, Secretary, Art Teacher
 Scott Gercken, Kantor, Religion, Latin, Music and Spelling Teacher
 Vicky Greco, 3-5 Teacher, Athletic Coordinator
 Sarah Duffy, 1-2 Teacher
 LaDonna Hoffman, K Teacher
 Cathy Krueger, Math Teacher

Past Event Photos

Below are a few pictures from our 2024 Spelling Bee.



Headmaster's Message

Here at St. Paul's Lutheran School, we are Lutheran, and proud of it! As I mentioned in the last newsletter Martin Luther's Small Catechism is the most important subject we teach, and the foundation of our school. When I first became headmaster, I was shocked to learn that many Lutheran schools do not teach the Small Catechism to their students. Upon learning this, I was quite perplexed. I mentally asked myself, "What can make your school Lutheran then, if you do not have as your curriculum not only one of the greatest books to teach Lutherans Christianity, but also one of the greatest books to help teach any new Christian?" Martin Luther in his work, does an excellent job of laying out the key principles of the Bible in such a clear and concise way, yet he in no way simplifies or leaves anything out. I know my children benefited from it when they attended St. Paul's, and I am proud to continue to help teach it, and proud that it still serves a central purpose at our school. I also think it is great that our new Pastor, during daily chapel, has the students recite our weekly catechism portion. Most other Lutheran schools only have one chapel service a week.

Ironically, Martin Luther never intended to start a new church, but only correct the current Catholic one. But, over time, and due to the fact that we have had so many man-made denominations, it has become necessary to be Lutheran so that we can distinguish ourselves from these other false churches. I also greatly admire how we adhere to our Lutheran heritage, and have not given into the progressive fallacy of "what is new is better". It may be new and fashionable to adopt a more "streamlined" theology, or the latest hymnals and liturgy, but that does not necessarily mean church improvement.

Above all, by being Lutheran, we are called to remember this great man, and cherish what he did for all Christians and how brave and courageous he was. His heroic stand in front of Emperor Charles V almost got himself killed but he never retracted his statement. He believed firmly in the Bible and we all know that his "battle cry" was "Sola Scriptura", Scripture alone. When he said, "Unless I am convicted by Scripture and plain reason, my conscience is captive to the Word of God. I cannot and will not recant anything, for to go against conscience is neither right nor safe. So help me God. Amen", he was really putting himself in a dangerous situation, but, due to his conscience, and duty to tell the truth, he had no other choice. So it is for all of us Christians. We need to be just as brave and tell the truth whenever possible. As Jesus commands all of us in Mark 12:30, "And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment."



"If I profess with the loudest voice and clearest exposition every portion of the truth of God except precisely that little point which the world and the devil are at the moment attacking, I am not confessing Christ, however boldly I may be professing Christ. Where the battle rages, there the loyalty of the soldier is proved. And to be steady on all the battle fields besides is merely flight and disgrace if he flinches at that point."

-Martin Luther

School Happenings...

Medieval Times!



Christmas Festival!



3rd-5th Grade Science



In science, students are studying *Land Animals of the 6th Day*. This month, we are especially focusing on mammals of Illinois. A mammal box was rented from Dupage County Forest Preserve, which contains eight different mammal pelts, skulls, track and scat molds. Students then observed the specimens in an attempt to identify them and match them to the appropriate mammal. They learned a great deal about mammal characteristics and adaptations.

6th-8th Grade History



The 6th-8th graders continue to learn about U.S. history, and this past month, we have begun learning about some of the tragic events of the 20th century, including World War I and the Great Depression. We have also read first hand accounts of those who have fought in the war, including selections of the book, *Storm of Steel*, by Ernst Junger, who fought in "the Great War" for four years. We hope to finish up with our reading of *The American Republic*, and next year we will begin ancient history, utilizing our existing curriculum and primary sources.

1st-2nd Grade Geography

This year, students are learning about the geography of the United States. Students review major facts and information about each state, locate the state on a map of the United States, and then color the flag of each state.

Kentucky	
States	Famous Features
Population	-- Over 150,000 people attend the Kentucky Derby each year.
-- 4.12 Million	
-- 5,500,000	
-- 26th Biggest	
Amount of Land	-- The Daniel Boone National Forest spans more than 700,000 square miles.
-- 42 Thousand Sq Miles	
-- 42,000 Sq Miles	
-- 37th Biggest	
Important Export	-- Steering Wheels

Maine	
States	Famous Features
Population	-- Acadia National Park spans over 47,000 acres and has over a 100 miles of trails.
-- 1.39 Million	
-- 1,390,000	
-- 42nd Biggest	
Amount of Land	-- The Portland Museum of Art has over 18,000 pieces of artwork.
-- 35 Thousand Sq Miles	
-- 35,000 Sq Miles	
-- 39th Biggest	
Important Export	-- Lobster

6th-8th P.E.



In physical education, we continue to play indoor soccer called Futsal, which uses a special ball that is suited for indoor soccer. It is slightly heavier than a regular soccer ball and does not bounce excessively inside the gym. The student skill level has increased since we have been playing and they have enjoyed this unit overall.

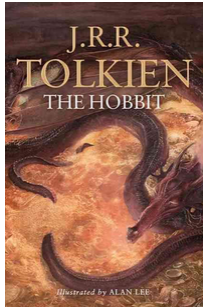
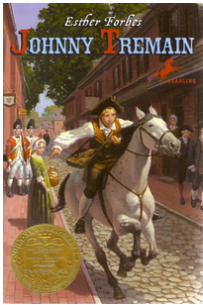
3rd-5th Geography



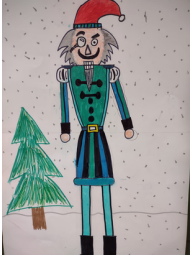
Students are now learning about all the countries of Europe. The students picked a European country to research and haven written a presentation about it on Google slides.

Should Christians Send Their Children to Public Schools? Part 4

Literary Classics this Spring!



Amazing Art!



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 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.

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 1920's 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 rooted in their warped and demented minds, not facts.

By: Dave Hall, Headmaster

Lutheran Schools Week - 2024!

OrgelKids



Lutheran Church Charities



The Field Museum



Dan Gogh

