

# Borrowed ethics essay



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The past three decades have witnessed a remarkable growth in private Christian education, both in Christian day schools and in homeschooling. The effort has not been in vain. Standardized test scores repeatedly show that students in private Christian education far outpace their counterparts in public schools. It is reported that all homeschool students applying at Harvard last year were accepted. 1

On the other hand, public schools continue to deteriorate- academically, morally and in safety. The number of shootings and killings in public schools last year, even by little boys, have shaken our nation into disbelief. We keep asking, Why? The answers are as varied as people offering explanations. President Clinton recently announced the standard establishment answer- more teachers, more programs, more money- i. e., more of the same. What should we expect for this? More of the same.

This paper is not an attempt to fully answer ‘ What has gone wrong in public/government schools?’. Many good articles and books have already addressed that. I agree with those who are saying that the problem lies in the seed, not the plant. Responsibility for education of children was misplaced over a century ago through the efforts of Mann, Dewey, et al. Christ-centered education was replaced with so-called child-centered education. When this transition began in the mid nineteenth century, there still continued a strong Judeo-Christian ethic in the classroom. Prayer and reading of scriptures were also a normal part of the school’s activities. When state-run education began, it borrowed the spiritual capital present in schools and because of that; it ‘ survived’ for many decades. 2

Speaking of early American educators, Dr. Rushdoony said, “ Absorbed almost entirely in the process of education, as a rule, it never occurs to these good men that the concepts that they took for granted of a good society were purloined from the Christian heritage that they have studiously ignored or denied.”<sup>3</sup> Without faith in God and fear of the Lord as a focus of education, spiritual capital was not being replenished. Now it appears that the spiritual capital has been spent and that the system is coming unglued. The apostle Paul gave us a clear warning, “ And He is before all things, and in Him all things hold together”(Col. 1: 17). Another way of saying this would be, “ Things not in Him don’t hold together.” How long it can continue is uncertain, but some are saying the end of public/government education is near.

We assert the mixing of school and civil government is not only bad business, but also bad theology. Education of youth is simply not a government function, biblically speaking. Government schools should not be reformed; rather they should be dismantled, though carefully. What is truly needed is a thoughtful plan for separating school and state.

It was precisely the mixing of school and government that was the heart and soul of Dewey’s pedagogical reasoning. In 1894 Dewey accepted the position of chairman of the Department of Philosophy, Psychology and Pedagogy at the University of Chicago. It was here that Dewey established his Laboratory School. As noted by education expert Samuel L. Blumenfeld, “ Here was, indeed, a master plan, involving the entire progressive educational community, to create a new socialist curriculum for the schools of America, a plan that was indeed carried out and implemented. — he put forth his

collectivist concepts of an organic society, the social individual, the downgrading of academics (emphasis mine), and the need to use psychology in education.” 4

In 1897 Dewey published his “ My Pedagogic Creed” in which he stated, among other beliefs, “ I believe that education, therefore, is a process of living and not a preparation for future living; I believe that education is the regulation of the process of coming to share in the social consciousness; and that adjustment of individual activity on the basis of this social consciousness is the only sure method of social reconstruction I believe that every teacher is a social servant set apart for the maintenance of proper social order and the securing of the right social growth. I believe that in this way the teacher always is the prophet of the true God and the usherer in of the true kingdom of God.” 5

Dewey got his wish- a messianic school system, but without the God of the Bible. What his messianic system has gotten us is a mess. As Blumenfeld stated, “ More than ninety years have gone by since Dewey set American education on its progressive course. The result is an education system in shambles, a rising national tide of illiteracy and the social misery caused in its wake.” 6

What I am addressing in this paper is: ‘ Why are the vast majority of Christian families still supporting government-controlled education by enrolling their children in state-run, dumbed-down schools?’ The answers are many. Reasons often given by families are lack of funds for private school tuition, no Christian schools available in the area, and inability to

homeschool. I am certain these are real issues for many parents and that there is much anguish in having ‘ no choice.’

But one answer I hear often from Christian parents that is troubling is, “ Our public school really isn’t all that bad.” Parents support this view with observations such as 1) there are many Christian teachers in our school (probably some), 2) our children are doing well (meaning they are coming home with A’s and B’s), 3) training at home and church is keeping our children on track spiritually (likely an over-rated statement) and 4) there haven’t been any shootings at our school. But do these provide sufficient evidence that the command “ Train up a child in the way he should go–” is being met? The work of our Institute says “ Not so.”

Test results gathered by Nehemiah Institute gives strong evidence that in public schools ‘ Christian Johnny’ is not being educated in the way he should go. These results are from a Christian worldview assessment service (PEERS Testing) provided to many Christian educators who are assessing how biblical or non-biblical the students’ thinking is on culture-shaping issues.

The PEERS Test identifies primary worldview philosophies in Politics, Economics, Education, Religion, and Social Issues (PEERS). Views in each category are identified as belonging to one of four worldviews: 1) Biblical Theism, 2) Moderate-Christian, 3) Secular Humanism, or 4) Socialism. Most people operate with basic principles from one or more of these worldview philosophies. Other worldviews which may have shaped our thinking include romanticism, atheism, New Age, materialism, nihilism (denying existence),

and pantheism (God permeates all). Each of these perspectives embodies a view on how man should live. 7

What we all are commanded to live by, and what all men are judged by, is discerned under the Christian or biblical worldview. This is God's command for how man is to relate to Him and to one another. The goal of education is to train up the child in the various disciplines according to a scriptural understanding of the subject matter. This is biblical worldview education. 8 It is objective truth for all disciplines, for all ages, for all times. PEERS Testing aids educators in determining to what degree students (and faculty) are comprehending biblical worldview thinking.

Based on PEERS test results of thousands of students from nearly all states over the past 11 years, and from a variety of types of schools, we can objectively and statistically claim that public school students from Christian homes are not being trained in the way they should go. Overall PEERS scores for students in Christian schools vary from a moderate-Christian worldview to Biblical Theism. But scores from Christian-home students in public schools predominantly fall in the Secular Humanism or Socialism perspectives.

While many barometers indicate that public schools are failing, PEERS testing shows they may well be succeeding-toward the wrong goal! If the goal of public education is to institute a philosophy of state-controlled democratic capitalism (a short leap to socialism), as viewed by some<sup>9</sup>, then I would have to say government schools are close to claiming, " Mission accomplished."

Differences in PEERS scores are not due to differences in religious training at home or at church. It is our opinion that the differences shown are primarily the result of three education factors:

- 1) Worldview brought to the classroom by the teacher;
- 2) Worldview presented in the curriculum (texts and tests); and
- 3) Worldview developed by observation that education in public schools is under the control of state and federal governments.

State-run schooling turned teaching from a ministry into a secular vocation. Biblically speaking, teaching is both a calling and a gifting from God. <sup>10</sup> The teacher is to be a master in his area of expertise, have good communication skills in presenting his knowledge and understanding, and ability to motivate his students in become lifelong learners. The work of the teacher is to aid the student in preparation for his calling in life such that God will be glorified. All teaching should be theocentric in focus.

However, with government-run education, the focus was changed to a secular and evolutionary view of life. With this change in focus, methodology of teaching took on new meaning. Consider the following comment from the National Council for Accreditation of Teacher Education (N. C. A. T. E.):

“ Why is Teacher Preparation Important? (title) Some people still believe in the discredited view that “ teachers are born, not made”-. Our needs as a nation have changed, and our expectations and requirements for teacher preparation must change with it. The movement for higher standards for

student knowledge increases the need for teachers who are well-versed in the content which they plan to teach.” 11

This statement is telling. The government sees educators first as trained workmen in methodology and only secondly needing to know about what they will teach. With this view, education became a professional vocation complete with degrees (B. Ed., M. Ed., Ed. D. and D. Ed.). 12 Educators were then state-certified, assuring others of their ability to ‘train up the child.’ I believe this has led to expertise of subject matter giving way to technique of presentation, to some considerable degree.

I was a professional teacher in the military and in a Fortune 100 company. I also taught in public and private schools for a short period and have been teaching in adult Sunday Schools for over 25 years. It has always been my objective to be a master at what I was teaching and to be articulate in my presentations. I believe strongly in teacher preparation and in quality of presentation. Yet it has been my experience both in teacher training institutions and in the teaching profession to find many teachers who were anything but academically proficient in their field. Nevertheless they made a career of ‘teaching’ with good classroom management skills and good teacher-pupil relationship skills. Sometimes not even with that.

The main problem in government-run education, I believe, is the focus it has established as a foundation for teaching as a profession. The government requires teachers to be anthro-pological in focus rather than theological. I still remember the “blank-slate, born-neutral” philosophy of children presented in education courses at North Dakota State University where I



received a BS degree in math/education. One professor continually emphasized the view that all disciplinary action on children only inhibits their creativity! It was the teacher's responsibility to 'guide' the disruptive child into seeing his worth. The teacher training I received was immersed in such humanism. Denying children necessary discipline only enhances their misfortune and/or destruction.

Many, if not most teachers in Christian schools receive their education degree from state universities. Consequently, while being Christian in heart, they are often humanist in mind, to some degree. And with most Christian schools requiring state-certified teachers, due to their choice of being state-accredited, the humanistic worldview comes in with the teachers. PEERS Testing has substantiated this in many Christian schools. This will be increasingly problematic as more parents move their children to private schools. The increased demand for teachers may cause Christian schools to lower their guard in faculty selection. <sup>13</sup> I believe Christian schools need to seriously reevaluate the supposed benefits of state accreditation versus the restrictions applied to the school regarding personnel selection.

With the humanist evolutionary focus in state-run education curriculum became a canned approach to dissemination of knowledge. We find limited texts (state approved), standardized lesson plans (talk about stifling creativity!), rote-memory tests, group instruction, etc. Teachers are no longer required to be masters of their subject and students don't have to learn how to learn. For the student, the goal of education is getting from test to test to test until one day he can say, "Done with education." A substantial

amount of work must be done by pastors, teachers, administrators, and parents to reverse this mechanistic view of learning. 14

Yet control of education however, is the greater culprit in my opinion. The perceived provider of education becomes the master to serve. The aim of the student is to please the provider (I learn what he wants me to learn so I can have access to other benefits). The ‘right’ to state-controlled education encourages a view toward seeking other social ‘rights’ which only the ‘master’ can give. The very perception that government is responsible to the student for education cannot help but cause him to believe that the government should now ensure him a job, housing, healthcare, security, etc. “You made me, now take care of me.” This is the fruit of messianic secular education.

These three components of government schools- teachers, curriculum and control have created an environment in which the worldview of a student from a Christian home is pulled away from Christianity and toward Humanism. However, Christianity doesn’t have to be rejected outright in the public-school classroom nor does Humanism have to be taught explicitly (e. g., quoting from the Humanist Manifestos) for this change in thinking to take place. It is simply the man-centered view of life presented in the child-centered classroom in preparation for the state-centered society that gradually shapes the anti-Christian mind.

One scholar who saw it coming was Dr. A. A. Hodge of Princeton University. A century ago he said, “I am as sure as I am of Christ’s reign that a comprehensive and centralized system of national education, separated from

religion, as is now commonly proposed, will prove the most appalling engine for the propagation of anti-Christian and atheistic unbelief, and of anti-social nihilistic ethics, individual, social and political, which this sin-rent world has ever seen.”<sup>15</sup> Could anything have been more prophetic? I believe PEERS Testing corroborates Dr. Hodge’s concern.

The following study gives results on ten of the questions appearing in one version of the PEERS Test. The study shows the differences in students’ thinking from those in public schools and those in Christian schools. Each item includes the appropriate biblical response, as determined by Nehemiah Institute.<sup>16</sup> For items where an ‘Agree’ response is appropriate, results of students beliefs are shown by what percent answered ‘strongly agree’ (SA) and what percent answered ‘tend to agree’ (TA). For items in which a ‘Disagree’ response is the proper answer, the percentages are given as SD and TD.

Q11 Educational programs must be supervised by the government to ensure fairness, uniformity and equal opportunity to all citizens.

SD Public Schools 10. 2%, Christian Schools 52. 4%

TD Public Schools 49. 8%, Christian Schools 26. 5%

Total Public Schools 60. 0%, Christian Schools 79. 0%, Difference 19. 0%

Q24 A government run program to ensure financial security at retirement age (e. g.: Social Security) is in the best interest of the nation as a whole.

SD Public Schools 10. 2%, Christian Schools 38. 6%

TD Public Schools 34. 8%, Christian Schools 19. 0%

Total Public Schools 45. 0%, Christian Schools 57. 6%, Difference 12. 6%

Q26 The ideal government guarantees the citizens a minimum income, social security, unemployment compensation, health insurance and housing.

SD Public Schools 20. 4%, Christian Schools 59. 6%

TD Public Schools 15. 1%, Christian Schools 13. 5%

Total Public Schools 35. 5%, Christian Schools 73. 1%, Difference 37. 6%

Q32 Society, not the individual, is chiefly responsible for social evils.

SD Public Schools 19. 8%, Christian Schools 70. 8%

TD Public Schools 39. 7%, Christian Schools 17. 1%

Total Public Schools 59. 5%, Christian Schools 88. 0%, Difference 28. 5%

Q56 Welfare programs run by families/churches would be more efficient and do more overall good than what is presently being done by state and federal programs.

SA Public Schools 25. 1%, Christian Schools 53. 8%

TA Public Schools 35. 2%, Christian Schools 38. 1%

Total Public Schools 60. 3%, Christian Schools 91. 9%, Difference 31. 6%

Q71 Because human nature is constantly changing, values and ethics will also change. Therefore, each generation should be free to adopt moral standards appropriate to their preferences.

SD Public Schools 14. 7%, Christian Schools 74. 3%

TD Public Schools 50. 7%, Christian Schools 15. 8%

Total Public Schools 35. 4%, Christian Schools 90. 1%, Difference 24. 7%

Q83 Day-care schools for infants and toddlers, under the supervision of professional educators, will enhance the educational process of children and will produce more well-developed and productive citizens.

SD Public Schools 5. 0%, Christian Schools 39. 5%

TD Public Schools 44. 8%, Christian Schools 25. 6%

Total Public Schools 49. 8%, Christian Schools 65. 10%, Difference 15. 3%

Q86 The foundation of all government is self-government under God.

SA Public Schools 35. 3%, Christian Schools 67. 4%

TA Public Schools 29. 8%, Christian Schools 15. 4%

Total Public Schools 65. 1%, Christian Schools 82. 8%, Difference 17. 7%

Q89 Federal and state governments should provide price support programs to industries providing essential services (e. g.: agriculture, housing, and medical care).

SD Public Schools 5. 1%, Christian Schools 35. 3%

TD Public Schools 25. 2%, Christian Schools 23. 5%

Total Public Schools 30. 3%, Christian Schools 58. 8%, Difference 28. 5%

Q96 A primary function of civil government is to enact educational and social programs designed to prevent over-population of its land.

SD Public Schools 14. 9%, Christian Schools 57. 2%

TD Public Schools 39. 4%, Christian Schools 20. 4%

Total Public Schools 54. 3%, Christian Schools 77. 6%, Difference 23. 3%

Average response for “ Strongly Agree or Strongly Disagree”:

Public School 16. 1%, Christian School 54. 9%

1- The above results for “ Strong” responses show students from Christian homes in Christian schools standing firm on over 50% of the issues addressed. On the contrary, students from Christian homes in public schools were only standing firm less than 1 out of 6 times on the same issues.

2- This gives evidence of why so many youth from Christian homes stop attending church after leaving home, and in many cases, give up the Christian faith. With little conviction of biblical truth, the church becomes irrelevant.

In all ten items, as with many others on the PEERS Test, there is a substantial difference in response between public school students and

private school students. It is important to note here that students in both school environments represented the same denominational makeup. Students were primarily from evangelical churches- Baptist, Methodist, Christian Church, Assemblies of God, Nazarene, Presbyterian, Reformed, etc. Smaller percentages were from Lutheran and Catholic churches. Also, the majority of public schools involved were considered to be the best in their area.

All of these test items address important matters in society. Of particular concern to us, are items Q32, Q71 and Q26. Q32 reads, “ Society, not the individual, is chiefly responsible for social evils.” Isn’t this the problem with our courts today? Johnny is in trouble today, not because of personal sin, but because ‘ we let him down.’ But notice the difference in response by government-run school students and private school students. Over 70% of private school students said “ Strongly Disagree,” while less than 20% of students in public schools (from Christian homes!) said the same.

Q71 reads, “ Because human nature is constantly changing, values and ethics will also change. Therefore, each generation should be free to adopt moral standards appropriate to their preferences.” Isn’t this attitude the reason for so many young couples living together before marriage today? Times have changed, they say, don’t make us live by the rules of previous generations. However, nearly 75% of private school students said “ Strongly Disagree,” to this immorality but their peers in public school could only say the same 15% of the time.

Then there is item Q26 which reads, “ The ideal government guarantees the citizens a minimum income, social security, unemployment compensation, health insurance and housing.” This item, textbook socialism, had the highest overall difference in percent response between the two school groups, 37. 6%. The philosophy or worldview supporting the statement characterizes the type of government desired and therefore the type of political leaders to be sought.

Karl Marx and Friedrich Engels believed, “ All people are endowed with certain inalienable rights, that of life, liberty, and whatever else a person needs in order to pursue happiness. In other words, a decent livelihood. None of the other inalienable rights can be exercised without a person’s enjoying a decent livelihood, a notion that must include a decent subsistence, a healthy living and working environment, access to medical care as well as to education, aesthetic development and leisure.” 17 The problem with this philosophy is, of course, that for a state to guarantee this to all citizens, it has to ensure that no one has more than his neighbor because the value of ‘ social benefits’ is always seen in relation to what others have. Socialism reduces the ‘ haves and have nots’ to ‘ all have nots.’

Almost 60% of students in Christian schools scored ‘ Strongly Disagree’ with Q26 but only 20% of their Christian counterparts in public schools expressed the same view. Nearly three-fourths of all students tested in Christian schools could see the fallacy in the statement (those choosing strongly disagree (SD) or tend to disagree (TD)), but only one-third of Christian students in public schools scored the same. A full 45% of Christian students in public schools agreed that this is the kind of government America should



be seeking! What do you think this percentage will be after four additional years of ‘higher learning’ from our postmodern institutions?

Further support of this left-leaning view of students came from PEERS Testing we provided earlier this year to a worldview camp in Minnesota. At least 90% of the students (approximately 200) were from Christian homes and attending public schools. The test was administered at the beginning of camp and at the end of camp (to gauge the effectiveness of the worldview training). Even on the post-test, 44% of the students still took the wrong side of Q26! Socialism is a powerful intellectual and emotional force. It must be fought with scriptural truth regularly and comprehensively to steer our youth in the right direction.

One might be tempted to ask why students from Christian homes and evangelical churches would not see the obvious socialist, anti-biblical view in this PEERS test statement. But I suggest the better question is, Why shouldn’t any student who has learned to depend upon the state for education-whether or not he is from a Christian home-agree with the socialist philosophy expressed in Q26? From K through 12 public-school students have seen the government as the guarantor of the most consuming part of their life- school. In addition, hardly a week passes whereby they and their parents don’t hear a news report on what the government, especially the federal government, should do or will do to make schools better.

I suggest that for the young student, who in most cases is not being trained at home or in his church to recognize humanist/socialist views, it would be illogical and unnatural for him to not see the government as the

provider/guarantor of post-education social and economic issues. He simply is being consistent in his view of life, his worldview.

The move from Christianity to humanism in public schools has been a quiet and slow revolution. This is what traps so many Christian parents into believing that their public school is safe. The attitude, “ If public school was good enough for me, it’s good enough for my children (or grandchildren),” is pervasive among Christians. But after 12-16 years of “ education” in a socialist-styled environment, most students will become functional humanists for life even if they remain in the church. 18

I do want to say here that by God’s grace and mercy, and by the work of faithful, dedicated parents and teachers, many students have achieved a good education in some public schools and are faithfully serving the Lord in their calling. This is in spite of their socialist-styled education environment. As a nation however, we are badly missing the mark. Ironically, even the U. S. government issued a report saying so: “ If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war we have, in effect, been committing an act of unthinkable, unilateral educational disarmament.” 19

It is also worth noting that the test items listed in this study, as with nearly all PEERS test items, are issues not directly taught in any subject in school (public or private). Yet results show there appears to be a consistent pattern in thinking about God, self, family and government which is developed from applying the scriptures to academic studies, as occurs in Christian schools.

This pattern becomes confused or reversed when the scriptures are removed from education, as in public/government schools. Applied truth from the scriptures makes the difference.

The educational environment of public schools sways students toward humanist and socialist views even though they come from homes and churches where those views are rejected. Given the lack of biblical worldview training in most families and churches, especially in youth groups, I suspect it is not much of a contest.

Upon careful study of the results in the sample test items above I believe you will be appalled at the thinking of public school students. If this study represents the mindset of the majority of youth from Christian homes in America, which I believe it does, it is hard to imagine the amount of spiritual darkness that will exist in our land in the next 20-40 years. What will make them think correctly after high school?

For many parents and pastors reading this article, I believe the response would be “ We agree, but we have no choice- public school is our only option.” I can personally identify with this position. In response to this, a few comments are in order:

- 1) Even though the education of our children may be formally in the hands of government schools, we are still responsible for their education. We cannot lay the blame for poor education or anti-Christian views or immoral behavior of our children at the feet of others.

2) There are a few excellent training institutes available to Christian families to counter the humanist and socialist philosophies in public education. Listed below are three organizations providing Christian worldview training to youth:

PEERS Testing in these groups demonstrate that their programs are effective in training students how to reason from the scriptures to right understanding on a wide variety of political, economic and social issues.

3) Self-pace independent study can be done at home by parents and students. We offer a course entitled Developing a Biblical Worldview (DBW) which works well in a home setting. I have used this with two of our children at high school level and saw firsthand how it helped them to spot humanism in their studies and become firm in biblical reasoning.

4) I strongly recommend The Noah Plan from the Foundation for American Christian Education (F. A. C. E.). This is a comprehensive Christian education program for grades K-12. Although it is a curriculum designed for day schools and home schooling, many of the resources used are excellent for independent home study. See endnote 7 for address of F. A. C. E.

5) Chalcedon Report, PO Box 158, Vallecito, CA 95251, 1-209-736-4365. A regular diet of the writings from contributing scholars appearing in here, as well as their book and tape offerings, will build a mighty fortress against the enemy.

6) Two other excellent resource centers are American Vision, 10 Perimeter Way B-1, Atlanta, GA 30339, 1-770-988-0555 and The Wall Builders, PO Box 397, Aledo, TX, 76008, 1-817-441-6044.

Parents and pastors need to realize that their children in public schools are being trained up into another world- a world hostile to the Christian faith. Not only will this produce a culture that will not be blessed by God, but also one that His own faithfulness may require Him to destroy. “ Because you did not serve the LORD your God with joy and a glad heart, for the abundance of all things; therefore you shall serve your enemies whom the LORD shall send against you, in hunger, in thirst, in nakedness, and in the lack of all things; and He will put an iron yoke on your neck until He has destroyed you.” (Deuteronomy 28: 47, 48) Such was the plight of Israel over and over.

In church after church one finds horror stories of how children from good Christian families have gone astray. We are personally aware of several situations where parents had faithfully served their church, kept their children in Sunday school and made sure they were active in youth groups. And yet, upon graduating from public schools, the children would leave home and turn against church/family values. Often times the children were living in a manner bringing much shame and hurt to their parents. We have prayed and cried with close friends finding themselves in this situation. The question asked is, Where did we go wrong? It sounds cruel, but the real answer is that we have allowed pagans to be substantially involved with the training up of our children. With 2-3 hours per week of Christian training at home and church, it is simply no match against 35 hours per week of humanism found in most courses in public school.

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Yet we are not without hope. God has always been in the business of making something out of nothing. The Lord is a master at redemption and restoration. If we will cooperate and pick up our responsibility as parents, and as the Church of Jesus Christ, education will be redeemed. But we are going to have to make some hard decisions and walk away from some bad situations.

If your family is actively involved in a Christian church and your children are in public schools, I encourage you to utilize PEERS Testing to begin the process of evaluating where your children rank in worldview understanding (see endnote for ordering information<sup>20</sup>). Testing should then be followed with home or church-based training using some of the materials listed above.

Our family has moved several times in our 31 years of marriage. This has resulted in being members of several churches and having close relationships with many pastors. One common denominator I've found with all pastors we have had- none of them were looking for more work! I recently read a report that said the average pastor works six nine-hour days per week. So it is difficult for me to say to pastors that more work must be done. But I have to. Maybe not more work, but at minimum redirecting priorities of time and financial resources.

Martin Luther once said, " If we are correct and right in our Christian life at every point, but refuse to stand for the truth at a particular point where the battle rages-then we are traitors to Christ." I believe PEERS testing is uncovering a ' particular point' for our age. Our youth are being taken captive, especially at the junior high and senior high grade levels in

government schools, and the church is being robbed of her future. Pastor, this is a battle in which you must enter!

I am well aware that speaking against public schools from the pulpit is difficult, if not ‘ political suicide.’ But it can and must be done. One of our dearest pastor friends is senior pastor of a large Southern Baptist Church in Kentucky. There are many public school teachers in his church and his wife teaches in a public school. Yet I’ve heard him speak often about the battle that is raging in schools. A few years ago this church opened their doors to a large Christian school and now the transition from public to private education is under way. Pastors need to educate their flock about humanism and socialism, and about the church’s responsibility to confront error wherever it is found.

Parents and grandparents must be told that ‘ their school’ (the public school that didn’t hurt them?) doesn’t exist any longer. They must also be told that it was ‘ their school’ which produced the seed that now has blossomed into a humanist fruit-bearing tree. The history of what happened to education in America must be taught and now the war must be fought.

Government-run education is bankrupt. It has exhausted whatever spiritual/moral capital it once had. Government-run education is living (and dying!) proof of Jesus’ claim- But He answered and said, “ It is written, ‘ Man shall not live on bread alone, but on every word that proceeds out of the mouth of God’.” Matthew 4: 4 No Word, no life.

Teachers, curriculum and control of education make all the difference in the world- they make a worldview. Every student is going to come out of school

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with some worldview. It appears that a primary goal of the government school (perhaps even from the beginning) has been to make sure that it wasn't a Biblical worldview.

I will add here that results of PEERS testing over the past decade shows that a wide difference in Biblical worldview understanding exists even among Christian schools. <sup>21</sup> For a host of reasons, the humanist worldview has found its way into Christian education. We can't just move our students to a different school setting, add prayer and a chapel service, and expect the problem of humanism to disappear. The issues of teacher training and curriculum development are still major problem areas for most Christian schools. Even the issue of control is a problem in Christian schools. Frequently parents simply switched the control of the education of their children from one school board to another and left the responsibility for education of their children to others.

Furthermore, test results from a few Christian schools have even fallen below the average of public school students. Much work remains to be done in Christian education but overall results show the effort is well worth the cost in time and money. Nevertheless, time is of the essence. Each new kindergarten class that enters into the government, humanist system of education is being trained to go against the Christian faith. If they stay through high school, most of them will live their lives as trained. They will side with relativism and shun absolutes. The bible will be gone.

If at all possible, Christian families and Christian pastors must make the decision to walk away from government-run schools and place their children



in an environment of instruction in the Word of God by the people of God.

Only this will “ train them up in the way they should go.”

Bibliography:

don't have