



The War On Children
A Christian Response

Part 2

By

Mark McGee

We are in the middle of a **violent war** on children. Do you believe that? If not, I hope this series will demonstrate that the war is real and that you will become involved in fighting against it. If you do believe in a war against children, then my hope is the series will help you develop a proper response.

We addressed in the last part of our eBook series how Christians can talk about the “war on children” in private and public conversations. One the more challenging aspects of presenting a Christian response to the war is that many people have a specific agenda that includes a war on the family. How do we respond to people with an obvious agenda?

The Agenda

I mentioned the **war-on-children agenda** in a previous part of this series:

We disrupt the Western-prescribed nuclear family structure requirement by supporting each other as extended families and “villages” that collectively care for one another, especially our children, to the degree that mothers, parents, and children are comfortable.

*We foster a queer-affirming network. When we gather, we do so with the intention of freeing ourselves from the tight grip of heteronormative thinking, or rather, the belief that all in the world are heterosexual (unless s/he or they disclose otherwise). **Black Lives Matter – What We Believe***

Even though BLM removed this from their website, I recognized the agenda as soon as I read it. I was familiar with it from my time as a news reporter beginning in the 1960s. I covered many protests from the 60s, 70s and 80s and met many people who said they were trained Marxists. Two important steps in investigative reporting are to “follow the money” and “follow the people.” How are people in your story connected to people in other stories? Does that connection have relevance to your investigation? It was no surprise to me that one of the co-founders of BLM, Patrisse Cullors, admitted in a 2015 Real News Network interview that she, along with BLM co-founder Alicia Garza, had trained with violent Marxists.

The first thing, I think, is that we actually do have an ideological frame. Myself and Alicia in particular are trained organizers. We are trained Marxists. We are super-versed on, sort of, ideological theories. And I think that what we really tried to do is build a movement that could be utilized by many, many black folk. Patrisse Cullors, [The Real News](#)

It was also no surprise that Cullors said her mentor was Eric Mann. I remember Mann as one of the leaders in the violent Weather Underground that bombed government buildings and police stations. I was a young radio news reporter and anchor at the time. In 1969, Mann was sentenced to two years in prison on charges of conspiracy to commit murder after firing two bullets through a window of a police headquarters. Mann was also a leader of Students for a Democratic Society (SDS New England coordinator) and continued as a community, civil rights and labor organizer after release from prison. Mann also became involved in the environmental justice movement and wrote several books. One of them is titled *Playbook for Progressives: The 16 Qualities of the Successful Organizer* (2011).

Mann founded the Labor/Community Strategy Center (LCSC) in 1989 with Rudy Acuna, Rev. Frank Higgins and Father Luis Olivares. They trained people to organize civil rights, labor, mass transportation and environmental justice campaigns. That's where Cullors met and trained with Mann. She called LCSC her "first political home." Her determination to *disrupt*

the Western-prescribed nuclear family structure and foster a “queer-affirming network” to free themselves from “heteronormative” thinking is a large part of the Marxist agenda, which goes to her training with Mann and others.

Understanding the War

It's important as Christians that we understand the "war" God has called us to fight. It should not surprise any Christian that BLM and other similar groups oppose God's design for the family. Unfortunately, many Christians have bought into the BLM movement possibly missing the fact that they have admitted to being a Marxist organization. Here's why that's an important distinctive to notice.

Marxists are not followers of God. They are opposed to what Christians believe. Karl Marx was a German (Prussian) philosopher who was born into a Jewish family. However, he disavowed religion. Marx famously said "Die Religion ist das Opium des Volkesis" (Religion is the opium of the Masses). Marx wrote that "The first requisite of the happiness of the people is the abolition of religion" (*A Criticism of the Hegelian Philosophy of Right*, 1844).

Karl Marx and Frederick Engels wrote *Manifesto of the Communist Party* in 1847 and published it the following year. One of their stated goals was the abolition of the family:

Such fantastic pictures of future society, painted at a time when the proletariat is still in a very undeveloped state and has but a fantastic conception of its own position, correspond with the first instinctive yearnings of that class for a general reconstruction of society. But these Socialist and Communist publications contain also a critical element. They attack every principle of existing society. Hence, they are full of the most valuable materials for the enlightenment of the working class. The practical measures proposed in them – such as the abolition of the distinction between town and country, of the family, of the carrying on of industries for the account of private individuals, and of the wage system, the proclamation of social harmony, the conversion of the function of the state into a more superintendence of production – all these proposals point solely to the disappearance of class antagonisms which were, at that time, only just cropping up, and which, in these

publications, are recognised in their earliest indistinct and undefined forms only. These proposals, therefore, are of a purely Utopian character.

Abolition [Aufhebung] of the family! Even the most radical flare up at this infamous proposal of the Communists. On what foundation is the present family, the bourgeois family, based? On capital, on private gain. In its completely developed form, this family exists only among the bourgeoisie. But this state of things finds its complement in the practical absence of the family among the proletarians, and in public prostitution. The bourgeois family will vanish as a matter of course when its complement vanishes, and both will vanish with the vanishing of capital. Do you charge us with wanting to stop the exploitation of children by their parents? To this crime we plead guilty. But, you say, we destroy the most hallowed of relations, when we replace home education by social. And your education! Is not that also social, and determined by the social conditions under which you educate, by the intervention direct or indirect, of society, by means of schools, &c.? The Communists have

not invented the intervention of society in education; they do but seek to alter the character of that intervention, and to rescue education from the influence of the ruling class. The bourgeois clap-trap about the family and education, about the hallowed co-relation of parents and child, becomes all the more disgusting, the more, by the action of Modern Industry, all the family ties among the proletarians are torn asunder, and their children transformed into simple articles of commerce and instruments of labour.

Marx and Engels' desire to see the abolition of the family is strikingly familiar to BLM's desire to "disrupt the Western-prescribed nuclear family structure." Again, no surprise since the founders of BLM are, in their own words, *trained Marxists*. Engels, who was an atheist, believed the monogamous nuclear family emerged with Capitalism. He believed in a classless society where there were tribal groups that practiced unrestrictive sexual relationships rather than the nuclear, traditional family of the Bible.

The Christian Response

It would seem reasonable (logical) to respond to a Marxist view of children and family by assuring that everyone involved in the discussion understood the view. Christianity is a particular “worldview” even as Marxism, Communism and Atheism are particular “worldviews.” Each has its own view of and belief about the world and those who live in it. Children and family are the subject of this series, so Christians should want to know as much as they can about the Christian view of children and family and how non-Christians view children and family.

First, let me address something I mentioned a little earlier in this post. Many Christians have “bought into the BLM movement possibly missing the fact that they have admitted to being a Marxist organization.” That means some of your responses may be to members of your own church, possibly even pastors and leaders. You may have conversations with Christian neighbors and friends, possibly members of your own family. That does not change **how** you will respond, but it

does raise a different kind of challenge when Christians are not in agreement about the war on children. Your response should always be reasoned (logical), informed (fact-based) and thoughtful (loving and kind).

It's most helpful to be informed. That's where reading the writings of other viewpoints is helpful. Listening or watching interviews with people opposed to the Christian view of children and family is also helpful. I prefer to quote and respond to the actual quotes of people rather than what someone said they said. That's a basic communication skill. Our opponents are very good at building straw men and committing other logical fallacies. We don't want to do that. We want to address issues logically, logically and lovingly.

Remember to be loving and kind when responding to people who are opposed to the Bible's view about children and family. Emotions often run deep when people talk about children. It's important to ask good questions, listen carefully, pray silently for God's wisdom, and share the truth in love.

If someone with an opposing view raises a good point, acknowledge it. People with different views often have insights that are helpful to hear. Christians should want to have a dialogue with people rather than a stage upon which to stand and preach from a megaphone. There are times for preaching and times for listening and talking. Look at how Jesus dialogued with people as He answered their questions and taught them His truth. We have much to learn from our Lord.

*Behold, I send you out as sheep in the midst of wolves.
Therefore be wise as serpents and harmless as doves.
Matthew 10:16*

Godless Marxism

One of the loudest and best-known organizations currently opposing the nuclear family is one example of people trained by the activists of the 60s:

We disrupt the Western-prescribed nuclear family structure requirement by supporting each other as extended families and “villages” that collectively care for one another, especially our children, to the degree that mothers, parents, and children are comfortable.

*We foster a queer-affirming network. When we gather, we do so with the intention of freeing ourselves from the tight grip of heteronormative thinking, or rather, the belief that all in the world are heterosexual (unless s/he or they disclose otherwise). **Black Lives Matter – What We Believe***

The founders of BLM are self-avowed Marxists:

The first thing, I think, is that we actually do have an ideological frame. Myself and Alicia in particular are trained organizers. We are trained Marxists. We are super-versed on, sort of, ideological theories. And I think that what we really tried to do is build a movement that could be utilized by many, many black folk. Patrisse Cullors, [The Real News](#)

As I mentioned in the previous part of this series, Cullors was trained by Eric Mann of the violent Weather Underground. He was sentenced in 1969 to two years in prison on charges of conspiracy to commit murder after firing two bullets through a window of a police headquarters. Mann was also a leader of Students for a Democratic Society (SDS New England coordinator) and continued as a community, civil rights and labor organizer after release from prison. Mann also became involved in the environmental justice movement and wrote several books.

It's important for Christians to understand is that Marxism is "godless," meaning that it a system or worldview that does not see the existence of God as having any value to humans. Many Marxists are atheists or agnostics. Their personal and corporate view is humanistic. They believe that belief in God is a burden to the populace.

Religious suffering is, at one and the same time, the expression of real suffering and a protest against real suffering. Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions. It is the opium of the people.

The abolition of religion as the illusory happiness of the people is the demand for their real happiness. To call on them to give up their illusions about their condition is to call on them to give up a condition that requires illusions. The criticism of religion is, therefore, in embryo, the criticism of that vale of tears of which religion is the halo. Karl Marx, [A Contribution to the Critique of Hegel's Philosophy of Right](#), 1843

War on the Education of Children

The basic objective of Marxism is to establish a stateless, classless society. They accomplish that through a war on the family, on capitalism, private property ownership, passing family wealth to children, etc. Another area we'll address in this eBook is the education of children. That is a very important part of the war on children we're watching play out in schools and colleges across the country.

Education

Karl Marx and Frederick Engels wrote *Manifesto of the Communist Party* in 1847 and published it the following year. As we've seen, one of their stated goals was the abolition of the family. Look at this quote again and keep your eyes out for what they say about the education of children:

Abolition [Aufhebung] of the family! Even the most radical flare up at this infamous proposal of the Communists. On what foundation is the present family, the bourgeois family, based? On capital, on private gain. In its completely developed form, this family exists only among the bourgeoisie. But this state of things finds its complement in the practical absence of the family among the proletarians, and in public prostitution. The bourgeois family will vanish as a matter of course when its complement vanishes, and both will vanish with the vanishing of capital. Do you charge us with wanting to stop the exploitation of children by their parents? To this crime we plead guilty. But, you say, we destroy the most hallowed of relations, when we replace

home education by social. And your education! Is not that also social, and determined by the social conditions under which you educate, by the intervention direct or indirect, of society, by means of schools, &c.? The Communists have not invented the intervention of society in education; they do but seek to alter the character of that intervention, and to rescue education from the influence of the ruling class. The bourgeois clap-trap about the family and education, about the hallowed co-relation of parents and child, becomes all the more disgusting, the more, by the action of Modern Industry, all the family ties among the proletarians are torn asunder, and their children transformed into simple articles of commerce and instruments of labour.

We might call this Marxist Educational Theory. Notice how Marx and Engels wanted to “rescue education from the influence of the ruling class.” They wanted to replace “home education,” meaning education directed by parents. That’s why the destruction of the nuclear family is so important to the Marxist ambition. With parents out of the way, Marxists can do as they please with children. They can train them to become

good little Marxists who will do the bidding of Marxist beliefs and purpose.

In bourgeois society the school has three principal tasks to fulfil. First, it inspires the coming generation of workers with devotion and respect for the capitalist régime. Secondly, it creates from the young of the ruling classes 'cultured' controllers of the working population. Thirdly, it assists capitalist production in the application of sciences to technique, thus increasing capitalist profits.

*In the matter of education, as in all other matters, the Communist Party is not merely faced by constructive tasks, for in the opening phases of its activity it is likewise faced by destructive tasks. In the educational system bequeathed to it by capitalist society, it must hasten to destroy everything which has made of the school an instrument of capitalist class rule. **Communism and Education***

A trained Marxist, like the founders of BLM, will follow the guidance of the principles and directives of Marxism. That's what it means to be a Marxist. Even as Christians follow Christ, Marxists follow Marx. That means today's Marxists will also have the education of children in their sights. Their stated goal is to rescue education from the influence of the ruling class and destroy the capitalist education system. How do Marxists do that? By becoming involved in public education. As I mentioned earlier, some radical revolutionaries of the 60s and 70s went into academia to spread their Marxist beliefs. They became teachers, professors and lecturers. They also started organizations like Eric Mann's Labor/Community Strategy Center where Patrisse Cullors received her training in Marxism. Marxist education was vital for the growth in influence and power for what we are witnessing today in the war on children and family.

Marxists target education because of the principle of “reproduction.” They believe that when capitalists are in charge of educating children the result is a reproduction of capitalist beliefs from one generation to another. Marxists have long viewed the takeover of education as a powerful way to undermine capitalism and indoctrinate children in Marxist dogma. It’s a long-game plan that started almost two hundred years ago with Marx and Engels and is now bearing fruit in American society. That game plan is more complex and nuanced than we can address in this brief series, so you may want to do your own research into Marxism to better understand what’s happening today and where it will probably take us. We can also look to the history of other countries that adopted Marxism (e.g. USSR, China, North Korea, Cuba, Laos, Vietnam) to see what may be coming to the U.S. one day soon.

The Christian Response

As disciplined representatives of Jesus Christ on earth we want to present a reasoned (logical), informed (fact-based) and thoughtful (loving-kind) response to those who have opposing points of view. We are reminded of the words of the Apostle Paul as he addressed some in the Corinthian church who opposed him:

For though we walk in the flesh, we do not war according to the flesh. For the weapons of our warfare are not carnal but mighty in God for pulling down strongholds, casting down arguments and every high thing that exalts itself against the knowledge of God, bringing every thought into captivity to the obedience of Christ, and being ready to punish all disobedience when your obedience is fulfilled. 2 Corinthians 10:3-6

Paul wrote this to Ephesian Christians several years later:

Finally, my brethren, be strong in the Lord and in the power of His might. Put on the whole armor of God, that you may be able to stand against the wiles of the devil. For we do not wrestle against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this age, against spiritual hosts of wickedness in the heavenly places. Therefore take up the whole armor of God, that you may be able to withstand in the evil day, and having done all, to stand.
Ephesians 6:10-13

Our battle is primarily spiritual in nature. Our opponents will appear before us as flesh and blood, but there are extraordinary powers of darkness behind them – powers that are invisible to us, but absolutely real. That means we need to be armed properly for this warfare. We need to take up the whole armor of God and use the weapons God has given us for pulling down strongholds and casting down arguments and

every high thing that exalts itself against the knowledge of God.

Christian parents have had a variety of choices for their children's education. Here are four of the primary methods:

1. Public School
2. Private School
3. Christian School
4. Home School

My mother was involved in public education in the 1950s and 60s. Her mother had been involved in public education from the 1920s to 1950s. They both saw how teachers' unions were moving the public school system away from belief in God. My grandmother retired in the 50s and my mother left her position in a public school in the 60s. She told me that the desire of the unions to move toward a godless system and the problems it was causing Christians in education was a primary reason. I stayed in the public school system, went to a public college and became an atheist. Thanks to God's

grace, I became a Christian years later after investigating the truth claims of Christianity.

Christians have played a huge role in public education in America since the 17th century. Christian colleges and universities were some of the first schools of higher education in the country. The beginning of what we might call the Christian school movement began in the early part of the 20th century and eventually became known as the National Association of Christian Schools in the 1940s (later changed to the National Christian School Education Association).

Many Christian parents began moving their children away from public schools and into private Christian schools in the 60s and 70s. Some Christians have argued that so many Christian parents moving out of public schools actually helped Marxists take over the agenda of the public school system. Would it have been better for Christians to stay and fight for their children in public schools? We'll never know because it didn't happen.

I had the opportunity of covering the “education beat” for many years as a journalist decades ago. Public school board meetings tended to be long and technical, which is another way of saying they were often boring. Public interest was often low and only a small number of parents and teachers attended.

Fast forward to today and many school board meetings are far from boring. They are often filled with angry parents and frustrated board members. Parents are upset about how schools are treating their children. Board members want parents to cooperate with school system decisions. What happened?

Board Not Bored

Parents have played an important role in the administration of public schools for a long time. I sat quietly in school board meetings beginning in the 1960s and listened as parents came before the board to present their thoughts on a variety of topics concerning their children's education. The conduct of parents and board members was almost always cordial and professional. It was rare to witness an outburst of any kind from parents.

During the years I covered school boards, the time parents had to speak before the board slowly declined from ten minutes to three minutes. The explanation was that the boards wanted to streamline meetings to keep them shorter and allow for participation from more parents. Some parents were okay with the shorter time to speak while others said three minutes was not enough time to share their thoughts. Three minutes would probably sound great to parents today who often have only one minute to speak to board members.

What changed? Let's look at the history of schools and school boards.

The first public school in America was established in Boston in 1635. The Boston Latin School is still in operation today. The English Puritans who had settled Boston five years earlier, believed that children needed to be able to read and understand the Bible and be literate for purposes of success of the colon. That gave rise to the earliest public schools. Two years later (1637), the Massachusetts Bay Colony mandated that every town have a public school. Committees oversaw the governance of the public schools and became a model of what would eventually become public school boards.

The National School Boards Association (NSBA) was founded in 1940 to represent public school governance. The NSBA's stated position was to foster excellence and equity in public elementary and secondary education through school board leadership.

We believe that public education is a civil right necessary to the dignity and freedom of the American people and that each child deserves equitable access to an education that maximizes their individual potential.

*In pursuit of these beliefs, NSBA and our members will continue to lead the national conversation about public education, advocate for public policies that ensure each student everywhere has access to an excellent public education where they live, create a better understanding of the importance of school boards and the benefits of local governance, and enhance the effectiveness of school boards. **National School Boards Association***

While that may look good on paper, what has been happening the last few years looks different. You may remember this notice from the NSBA a year ago:

In a letter to President Biden released this morning, the National School Boards Association (NSBA) has asked for federal assistance to stop threats and acts of violence against public schoolchildren, public school board members, and other public school district officials and educators.

‘America’s public schools and its education leaders are under an immediate threat,’ reads the letter signed by NSBA President Viola M. Garcia and NSBA interim Executive Director and CEO Chip Slaven. ‘The National School Boards Association respectfully asks for federal law enforcement and other assistance to deal with the growing number of threats of violence and acts of intimidation occurring across the nation.’

The letter asks the federal government to ‘investigate, intercept, and prevent the current threats and acts of violence against public school officials through existing statutes, executive authority, interagency and intergovernmental task forces, and other extraordinary measures to ensure the safety of our children and

educators, to protect interstate commerce, and to preserve public school infrastructure and campuses.’ [NSBA.org](https://www.nsb.org)

President Biden informed United States Attorney General Merrick Garland who then sent a memo to the Director of the Federal Bureau of Investigation and the Executive Office of U.S. Attorneys:

In recent months, there has been a disturbing spike in harassment, intimidation, and threats of violence against school administrators, board members, teachers, and staff who participate in the vital work of running our nation’s public schools. While spirited debate about policy matters is protected under our Constitution, that protection does not extend to threats of violence or efforts to intimidate individuals based on their views.

To this end, I am directing the Federal Bureau of Investigation, working with each United States Attorney, to convene meetings with federal, state, local, Tribal, and territorial leaders in each federal judicial district within 30

days of the issuance of this memorandum. These meetings will facilitate the discussion of strategies for addressing threats against school administrators, board members, teachers, and staff, and will open dedicated lines of communication for threat reporting, assessment, and response. Office of the Attorney General

Parents who shared their concerns with school board members were quickly labeled as “domestic terrorists” by many in government and the media. Parents speaking at school board meetings are a ‘threat’ to public school officials? Domestic terrorists? What did they say or do that led to that type of response by the NSBA and the Attorney General?

Concerned Parents

Parents were (and still are) concerned about what's happening in public schools. Many parents became aware of what their children were learning in public schools during remote-learning sessions during the Covid-19 Pandemic beginning in 2020. The parents began expressing their concerns to school boards, but believed school board members were ignoring their concerns. That led to parents speaking emotionally at board meetings and protesting in and near public schools. Those protests eventually led the NSBA to send a letter to President Biden which led AG Merrick Garland to send a memo to the FBI and U.S. Attorneys Office to get involved investigating reports of harassment, intimidation and threats from parents.

My question as a journalist is to hear all sides of an issue. I may have my own opinion about something, but it's the job of professional journalists to put their personal views aside and cover a story fairly and accurately. Unfortunately, I saw little fairness and accuracy from the national news media. Local broadcast and newspaper journalists did a better job in some cases, but many viewers, listeners and readers only saw the way the national media covered the story. It made parents look pretty bad.

So, what were/are the parents' concerns? What were/are school board member concerns? How should parents and school members respond to each other? Is there a way forward? I think there is and Christians may be the best people to help the process.

What's Best For The Children

Parents and school board members claim to be doing what's best for children, so why the antagonism between them? That's a good question that should be asked and answered from both groups. Why are parents so upset? Why do board members believe they are being threatened and harassed? It seems that some parents and school board members disagree about what's best for the children attending public schools.

Many parents say they were outraged when they found out what their children were learning in public schools. Parents mentioned, among other things the teaching of Critical Race Theory (CRT), LBGTQ+ issues, Transgender ideology, Transgender boys allowed in girls' bathrooms and locker rooms, Transgender boys competing in girls' sports, sexually explicit curriculum and library books, restricting public access to public board meetings, limiting public comment, and a general lack of transparency by school board members,

administrators and staff. That's in addition to concerns about masking and vaccination mandates for children and teachers. School board members often take a different view of the things that concern parents with children in public schools. Board members often believe they and the professional educators in the schools are better equipped to make decisions about the education of children. Is that true? Do educators know better than parents about what children should learn in school?

Public Education

Children spend most of their childhood in school. Most children who attend K-12 will be in school for 13 years (from the age of 5 – 18). That's several hours a day, five days a week, for 9-10 months of every year. How do you want your child to spend their time in school? Who do you want influencing your child in school? What outcome do you want for your children from all of those years in school?

The majority of parents in the United States choose to send their children to public schools. More than 50-million children attend public schools (including charter schools). Private schools have about six-million students. The majority of private schools are affiliated with a religious organization. More than two-million children were homeschooled prior to the Covid-19 Pandemic. That number is on the rise since 2020.

Who pays for public education? Taxpayers do. They pay for public schools through income tax, sales tax and property tax. Some taxes are local, some state, some federal. Taxpayers pay for public education even if they do not have children in public schools. Many parents have a vested interest in public education because their children are taught in public schools, but so do parents with children in private schools and who homeschool. Why? Because they also pay taxes that fund public schools. So do senior citizens and others who don't have children living in their homes.

Public schools have a long history in the U.S. of being under local control. Puritans began the push for funding public education in New England in the 17th century, but many colonists preferred private schools affiliated with religious groups. Those colonists opposed the use of property taxes for funding public schools. However, over a period of many years, public funding of schools through property taxes eventually became the norm across the country. That did not bring private and religious education to an end, but it did impact the numbers of students in the different school types.

The challenges to publicly educating millions of children each year have always been difficult and at times daunting. However, many people say they cannot remember a time when public education has been as challenging as during the past few years. As we mentioned in the last part of our series:

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Many of these concerned parents believe there is a war on children. How should they respond? That's the purpose of this series – to develop a reasoned (logical), informed (fact-based) and thoughtful (loving and kind) response to the war. So, let's begin with CRT.

Thinking Critically About CRT

How should Christians respond to the teaching of Critical Race Theory (CRT) in schools (public and private)? We want to be reasoned and informed, so we should begin by having a thorough knowledge about CRT. One of the challenges is what sources we will use to learn about CRT. Some sources give a glowing view, while others give a gruesome view. I recommend reading all the views you can find and doing your best to get to the truth through the process of critical thinking.

Critical thinking is where we need to begin with most controversial subjects in life. It's necessary for Christians and Christian apologists to think critically. Here's what that means:

*the process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you ...
Cambridge Dictionary*

disciplined thinking that is clear, rational, open-minded, and informed by evidence ... Dictionary.com

Thinking critically about CRT means we need to discipline ourselves not to allow emotions and confirmation bias to form our opinions about it. It's not easy to do, but will help you to come to the best understanding of what CRT is and how to discuss it with others.

First, let's define CRT by looking at a variety of sources.

***critical race theory (CRT)**, intellectual and social movement and loosely organized framework of legal analysis based on the premise that race is not a natural, biologically grounded feature of physically distinct subgroups of human beings but a socially constructed (culturally invented) category that is used to oppress and exploit people of colour. Critical race theorists hold that racism is inherent in the law and legal institutions of the United States insofar as they function to create and maintain social, economic, and political inequalities between whites and nonwhites, especially African Americans. Critical race theorists are generally dedicated to applying their understanding of the institutional or structural*

nature of racism to the concrete (if distant) goal of eliminating all race-based and other unjust hierarchies.

britannica.com

Critical Race Theory (commonly abbreviated as CRT) refers to a way of analyzing systems, institutions, and power through a lens of race and racism. Central to Critical Race Theory is the idea that many institutions are built on and enforce systemic racism and oppression of people of color, that this racism and oppression have a long history in the US and the world (including slavery and its legacy), and that they are ongoing and driven by white supremacy.

Dictionary.com

Critical race theory was a movement that initially started at Harvard under Professor Derrick Bell in the 1980s. It evolved in reaction to critical legal studies, which came about in the 70s and dissected the idea that law was just and neutral ... Although the scholarship differs in emphasis and discipline, it is united by an interest in understanding and rectifying the ways in which a regime of white

supremacy and its subordination of people of color in America has had an impact on the relationship between social structure and professed ideals such as ‘the rule of law’ and ‘equal protection.’ Columbia University

Critical race theory was a response by legal scholars to the idea that the United States had become a color-blind society where racial inequality/discrimination was no longer in effect. While “race” as a notion is a social construction and not rooted in biology, it has had real, tangible effects on Black people and other people of color in terms of economic resources, educational and professional opportunities, and experiences with the legal system. ThoughtCo.com

An outgrowth of the European Marxist school of critical theory, critical race theory is an academic movement which seeks to link racism, race, and power. Unlike the Civil Rights movement, which sought to work within the structures of American democracy, critical race theorists challenge the very foundations of the liberal order,

such as rationalism, constitutional law, and legal reasoning. Critical race theorists argue that American social life, political structures, and economic systems are founded upon race, which (in their view) is a social construct. Criticalrace.org

Critical race theory is a modern approach to social change, developed from the broader critical theory, which developed out of Marxism. Critical race theory (CRT) approaches issues such as justice, racism, and inequality, with a specific intent of reforming or reshaping society. In practice, this is applied almost exclusively to the United States. Critical race theory is grounded in several key assumptions ... In short, critical race theory presupposes that everything about American society is thoroughly racist, and minority groups will never be equal until American society is entirely reformed. This position is extremely controversial, even in secular circles. Critical race theory is often posed as a solution to white supremacy or white nationalism. Yet, in practice, it essentially does nothing other than inverting the oppressed and oppressor groups. From a political

standpoint, critical race theory closely aligns with concepts such as communism, Marxism, nationalism, progressivism, intersectionality, and the modern version of social justice. Strictly speaking, the Bible neither commands nor forbids Christians regarding specific political parties or philosophies. However, believers are obligated to reject any aspect of a philosophy that conflicts with biblical ideals. Critical race theory is deeply rooted in worldviews that are entirely incompatible with the Bible. GotQuestions.org

The primary problem Christians have, and should have, with CRT is its connection to a worldview that is oppositional to the Christian worldview. Christians should always be on guard against any ideology “that exalts itself against the knowledge of God” (2 Corinthians 10:5).

History of CRT

Even as journalists “follow the money,” we also “follow the people.” That means knowing how a person or group of people we’re investigating connect to other people. The connection can be backward (historical) or to the side (cooperative). Let’s first look backward to get a sense of the history of CRT.

Critical race theory (CRT) was officially organized in 1989, at the first annual Workshop on Critical Race Theory, though its intellectual origins go back much farther, to the 1960s and '70s. Its immediate precursor was the critical legal studies (CLS) movement, which dedicated itself to examining how the law and legal institutions serve the interests of the wealthy and powerful at the expense of the poor and marginalized. (CLS, an offshoot of Marxist-oriented critical theory, may also be viewed as a radicalization of early 20th-century legal realism, a school of legal philosophy according to which judicial decision making, especially at the appellate level, is influenced as

much by nonlegal—political or ideological—factors as by precedent and principles of legal reasoning.) Like CLS scholars, critical race theorists believed that political liberalism was incapable of adequately addressing fundamental problems of injustice in American society (notwithstanding legislation and court rulings advancing civil rights in the 1950s and '60s), because its emphasis on the equitable treatment under the law of all races (“colour blindness”) rendered it capable of recognizing only the most overt and obvious racist practices, not those that were relatively indirect, subtle, or systemic. Liberalism was also faulted for mistakenly presupposing the apolitical nature of judicial decision making and for taking a self-consciously incremental or reformist approach that prolonged unjust social arrangements and afforded opportunities for retrenchment and backsliding through administrative delays and conservative legal challenges. Unlike most CLS scholars, however, critical race theorists did not wish to abandon the notions of law or legal rights altogether, because, in their experience, some laws and

legal reforms had done much to help oppressed or exploited people. Britannica.com

Like many broad philosophical movements, critical theory can be difficult to define. It originated with the Frankfurt school in the 1930s but has evolved considerably since then. In all its iterations, it is principally concerned with hegemonic power and how that power is wielded by dominant groups. However, rather than tracing its historical development, I find it useful to characterize modern critical theory according to its affirmation of several fundamental premises: (1) Our identity as individuals is inseparable from our group identity and, in particular, whether we are members of a dominant, ‘oppressor’ group or a subordinate, ‘oppressed’ group. (2) Oppressor groups subjugate oppressed groups by dictating and maintaining society’s norms, traditions, expectations, and ideologies. (3) Our fundamental moral duty as human beings is to work for the liberation of oppressed groups. (4) Subjective, ‘lived experience’ is more important than objective evidence and reason in understanding oppression. (5) Privileged groups

promote their own agenda under the guise of objectivity. (6) Individuals who are part of more than one oppressed group experience ‘intersectionality;’ their oppression is qualitatively distinct from the oppression of the separate groups to which they belong. FreeThinkingMinistries.com

As we “follow the people,” we find that CRT connects historically to the Frankfurt School and CT (Critical Theory) and before that to Karl Marx and Marxism. We addressed concerns about Marxism in the last part of our series. [LINK] This does not mean that Christians should ignore everything CRT proponents espouse. It’s important that Christians enter into discussions about CRT with an open mind. Remember, our search is for truth. We want our responses about CRT to be reasoned (logically valid), informed (fact-based) and thoughtful (loving and kind). We present these Christian resources with that in mind.

CRT Resources (Alphabetical)

[Christianity and Critical Race Theory](#)

[Christianity or Critical Theory?](#)

[Critical Race Theory and Intersectionality](#)

[Critical Race Theory Says Everything is Racist](#)

[Critical Race Theory: The Fault Lines of Social Justice](#)

[Critical Race Theory: What It Is and How to Fight It](#)

[Critical Theory & Christianity](#)

[Critical Theory and Christianity](#)

[Critical Theory, Social Justice, and Christianity: Are They Compatible?](#)

[How Critical Race Theory Has Infiltrated the Church](#)

[Is Critical Theory Compatible with Christianity?](#)

[Is Critical Race Theory compatible with Christianity? Neil Shenvi & Rasool Berry](#)

[Is Critical Theory Compatible with Christianity w/Monique Duson](#)

[Short Definition of Critical Race Theory](#)

[The Incompatibility of Critical Theory and Christianity](#)

[What is the critical race theory?](#)

[Why Christianity And Critical Race Theory Cannot Coexist](#)

Making A Difference

Your child attends a public or private school where Critical Race Theory is taught or at least available within textbooks and/or recommended reading materials. That concerns you. You want to say or do something that will make a difference in your child's education. What do you do?

I attended public schools as a child and our children also went to public schools. I remember attending PTA meetings and sharing concerns with teachers and administrators publicly and privately. I attended scores of school board meetings as a journalist and took notes as parents spoke to administrators and board members about their concerns. Most everyone in attendance wanted to make a positive difference in the lives of the children attending the school.

As we've noted in previous parts of this series, making a positive difference has become more challenging during the last few years because of many controversial topics. Many parents and educators disagree about what's *positive* for children to learn.

One of the most controversial subjects is the teaching and promoting of Critical Race Theory (CRT) to children. While many school boards and administrators have claimed that CRT is not part of their schools' curriculum, remote learning during the Covid-19 Pandemic demonstrated that was not true in some situations. Even if CRT was not an 'official' part of the curriculum, many teachers were seen and heard on Zoom classes promoting CRT. That led many parents to complain to school administrators and show up to speak at school board meetings.

I've watched many school board meetings during the past couple of years and seen parents and teachers identify themselves as Christians and speak passionately about CRT and other topics. It's obvious they want to make a difference in their children's education, but the question is how effective are they in accomplishing that?

I've also watched as parents and teachers, many identifying as Christians, protest outside schools and administration buildings. Some of the signs parents hold up during protests include:

- Education Not Indoctrination – Stop Critical Race Theory Now!
- Stop CRT Agenda
- No To CRT
- Content of Character Over Color of Skin – NO CRT
- Ban CRT
- Children Should Learn To See People For Who They Are – Not What They Look Like
- Equality of Opportunity Over Equity of Outcomes

- NO CRT IN SCHOOLS
- We Can't End Racism With Racism
- STOP Teaching Our Kids To Hate

Question: How effective are these kinds of protests in making a difference for our children?

Answer: What does effective look like?

If Christian parents want to make a difference for their children in public schools, they need to be effective in communicating with the people who have the power in public education. Those people include school board members, administrators and teachers. It's one thing to be angry and upset and communicate your anger. It's another thing to effect real change in the public school education.

Making A Change

Some Christian parents are making a change in their children's education by removing them from public schools. Private schools and homeschooling are options. However, if you want your children to continue their education in public school but want change in what the school teaches, then you need to consider a strategy that has the best chance of leading to a positive outcome.

We find principles for making change in the Bible. It begins with personal conversations.

Moreover if your brother sins against you, go and tell him his fault between you and him alone. If he hears you, you have gained your brother. Matthew 18:15

Though the context of what Jesus said is different, the principle is still the same. If you are going to have a difficult conversation with someone, start with a private meeting. If school board members are elected, they may be more open to meeting with you to discuss your concerns. You may already have a relationship with a school board member or administrator or the principal of your child's school. If you do, start there.

So, how do you build the relationship? Changing minds takes time. You may need to meet privately with an individual more than once. You may need to meet privately with multiple people. Your child's educational wellbeing is important to them and to you, so make time to meet with people who can change what's taught in your child's school. Think of private meetings with a school board member or administrator as part of a process of developing a positive relationship.

Here's something I've used for years when having challenging conversations. I call it ALPS:

- Ask
- Listen
- Pray
- Share

Asking questions demonstrates your respect for another person's thoughts and beliefs.

Listening to their answers to your questions also demonstrates respect. It also gives you an opportunity to better understand the person's worldview.

Praying silently for wisdom and guidance from God is very helpful and it is also important part of building your relationship with Him.

Sharing your thoughts after asking, listening and praying will often be helpful for the person with whom you're talking. Speaking the truth in love can lead to a better understanding and relationship.

Here's another principle of communication from Jesus.

But if he will not hear, take with you one or two more, that 'by the mouth of two or three witnesses every word may be established.' Matthew 18:16

If you are not able to meet with a school board member or administrator privately, then requesting a meeting with a few other concerned parents may help you gain the opportunity to share with them at a deeper level. Some educators may not want to meet alone with a group of parents, so they may have staff members attend as well. It's good to be prepared for that possibility. It's also important that you and other parents attending a meeting are on the same page about the issue and agree that logic is better than emotion in private meetings. Encourage the parents who are with you to keep

their emotions in check and remember that building consensus takes time.

Whether you get a private or group meeting with a decision maker in your child's school or the public school system, be ready to make your case in a short period of time. That demonstrates your respect for the administrator or board member. Presenting your thoughts in a short meeting means you need to know your subject well and be able to articulate the best points in a way that the decision maker will understand and appreciate. Hopefully, everyone in the meeting will view it as positive.

Unfortunately, many of the meetings between parents and school board officials have devolved into negative experiences for both groups. What usually happens in those situations is that both sides dig their heels in deeper and the gap between them widens. That rarely leads to a good outcome. Even though parents pay the taxes that fund public schools, many in public education believe they are the experts and that parents should let them do their job. The question, of

course, is what happens when taxpayers don't like how public officials do their job? That's where private and small group meetings may have a chance of making progress toward understanding and change.

Remember the basics of presenting an effective response:

- Be Reasoned (logically valid)
- Be Informed (fact-based)
- Be Thoughtful (loving and kind)

Whether you have a private or small group meeting that lasts 20 minutes or speak at a school board meeting for one minute, the basics of an effective response do not change.

School Board Meeting Strategy

It's helpful to understand how a public school board operates in order to develop a strategy for addressing issues of concern at their meetings. Most public school districts have a school board made up of several people from the community. While some school boards are made up of elected members, some have appointed members selected by a school board selection commission. Some school board members represent districts (specific areas of the community), while others may serve at-large (all areas of the community). You may find it helpful to have a private meeting with the school board member that represents the district where your child attends school along with one or more at-large members. If you have a positive private meeting with them, they may be more receptive to what you say in a public meeting. They may even share their positive thoughts about you with other board members. That would be helpful to your cause. Remember, your developing a relationship – hopefully, a positive one.

Most school board meetings I've watched on television require people to wear face masks. That makes the process of speaking with them effectively in the short time (usually 60 seconds) you're given more difficult. You may find it helpful to practice speaking in front of a mirror with your mask on to see what you look like and how you sound. You want to be heard and understood. You also want school board members and administrators to see you as a reasoned, informed and thoughtful parent, so knowing how you look and sound to them may be helpful.

Media Strategy

Part of a good school board meeting strategy is to develop a good relationship with one or more members of your local media. Introduce yourself to TV reporters, radio reporters and newspaper reporters. Some of the reporters will be general assignment reporters, meaning they cover whatever stories they are assigned. However, some reporters will have the education beat. That means they specialize in covering education issues. You can find out who they are by watching their reporting on TV, listening on the radio and seeing their bylines on newspaper articles.

Introduce yourself to one or more reporters before or after a meeting and let them know that you see them on TV, listen to them on radio or read their articles in the newspaper. You might also mention something about their recent education reporting. That lets them know you are an informed parent. It's good to develop good relationships with media in your city or county. They may select you for an interview based on your comments at a school board meeting. If they do, be sure to let

them know you saw, heard or read their report and your thoughts about it.

Local School Strategy

One of the many ways Christians can effect change in the schools their children attend is becoming involved in the schools. That may include involvement in the school's PTA as a leader or a member of one of the group's committees. You can also volunteer as a community representative from your school to a school system committee (if your school system has that type of committee representation). Serving on a curriculum committee would be helpful. Many of the complaints about CRT in schools are about the books and materials used to teach it in addition to the training teachers go through to learn how to teach CRT to students. Many Christians of all races have expressed concerns about the racist and pornographic nature of CRT materials. If true, that's something a Christian serving on a curriculum committee could point out early in the process of selecting books and materials for teachers and students.

Who We Represent

It's important that Christian parents remember who they represent – the King of kings and Lord of lords. Christian parents do have a vested interest in the schools their children attend. You also have vested interest in the work God is doing on earth today.

Whether we meet privately with a school administrator or board member or speak publicly to a school board, we are representing our Lord and Savior. We are His representatives and we need to represent well.

The Transgender Challenge

Let's begin with a basic definition of *transgender*:

of, relating to, or being a person whose gender identity differs from the sex the person had or was identified as having at birth .. Merriam-Webster

Identifying as or having undergone medical treatment to become a member of the opposite sex .. The American Heritage® Dictionary of the English Language, 5th Edition

An umbrella term for people whose gender identify differs from the sex they were assigned at birth and/or whose gender expression do not match society's expectations with regard to gender roles .. Transgenderhub.com

Christians have different views about transgenderism even as they do about abortion and critical race theory. What is your view? Do you believe that gender is based on sex assigned at birth or self identification?

I like to ask what God thinks about something before reaching my final conclusion. What does God think about transgenderism? Is God for it, against it or neutral about it?

We addressed God's design for children in an earlier part of our series, so I'll review it quickly.

God's Design

*So God created man in His own image; in the image of God He created him; male and female He created them.
Genesis 1:27*

Interestingly, the Hebrew word for “man” is *ādām*. That’s the word for “mankind.” The Hebrew word for “male” is *zākār* and the word for “female” is *nəqēbāh*. God’s design is that mankind (humanity) would have two types: male and female. Why two types? Because each one has a different purpose in God’s design. Basic biology explains the reproductive purposes for male and female humans. Nothing in the Bible changes that biological fact of sexuality or reproductive purpose.

The question becomes can human males and females change their sex by “identifying” as a different sex? Can they change their sex by going through a medical process? The answer would seem to be how sex is determined biologically. I can say that I identify as an 800-pound gorilla, but is that true

because I self identify that way? The answer depends on what I am biologically.

I remember a scene in the 1990 *Kindergarten Cop* movie where a child says – “Boys Have A Penis And Girls Have A Vagina.” A person’s sexual identity seemed pretty simple 30+ years ago. It’s more complicated now. Medical procedures now can change a person’s reproductive organ, but does that change their sex? What I mean by that is whether a medical procedure can change a person’s chromosomes so they actually are a different sex than how they were born?

The short answer is “no.” A human’s genome has 23 pairs of chromosomes. 22 pairs of autosomes and one pair of sex chromosomes. God designed females to inherit an X chromosome from their father for an XX genotype. Males inherit a Y chromosome from their father for an XY genotype. Mothers pass on X chromosomes. As you can see, the presence or absence of the Y chromosome is critical to whether the child becomes female or male. Two X

chromosomes make a female. An X chromosome and Y chromosome make a male.

Humans carry their sex chromosomes with them throughout life. They are biologically the sex they had in their mother's womb. Changing reproductive organs through an artificial medical process doesn't change the biological sex of a human. However, there are some scientists who believe it may be possible to change sex chromosomes post-natal in the future. How could they do that? While there are some theories that sound a bit science fiction at this time, trying to change the sex chromosomes in a person's body would run into a lot of physical challenges.

At least for now, a male is a male and a female is a female for life. Identify in whatever way they want, they cannot change their biological sex. Wear different clothes, go through hormone therapy and sex surgery, but a male is a male and a female is a female.

Transgenders and Sex

Transgenderism is about sexual orientation. That means sex is involved. Transgender people have sexual desires. The question many parents have is how that might impact their children. Do transgender males want to have sex with males or females? Do transgender females want to have sex with females or males?

The answer is complicated. Doctors and mental health experts have been studying this for some time and the results are mixed. Sexual desire can be different from one trans person to another.

Transgenders in School

That leads us to the current challenge many parents are having in public and private schools. Transgender children who are biological males but identify as girls want to use girls' bathrooms and locker rooms. Some also want to be involved in girls' sports. Many parents have a problem with that, which is understandable from their position. They want to protect their girls from seeing biological males in their bathrooms and showers. They also want to protect them from possible sexual assault from the biological males. We've already seen that happen in some school districts. We've also seen biological boys defeat biological girls in sporting events because the boys were transgender.

If you are a Christian, have children in a public school and this concerns you, what do you do? Biology supports the view that children are either male or female, so science agrees with you if you believe in God's design for humans.

What about laws protecting your daughters from biological males undressing in front of them and taking showers with them? Many states and communities have adopted provisions that allow transgender people to use public restrooms that match their gender identities. Some have adopted provisions that prohibit it. What about in schools?

The Trans community points to Title IX, a federal law that makes sex discrimination illegal in most schools.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX, 1972

Enforcement for Title IX is the responsibility for the U.S. Department of Education's Office for Civil Rights (OCR). Recent court challenges have been going in favor of the transgender community.

Here's how the Trans community views Title IX:

Most courts who have looked at the issue have said that this includes discrimination against someone because they are transgender or because they don't meet gender-related stereotypes or expectations. Several other federal and state laws also protect transgender students. Transequality.org

They go on to say that Transgender students have the right to be treated according to their gender identify, the called to be called by the name and pronouns that match their general identity, the right not to be bullied or harassed because they are transgender, the right to use restrooms and locker rooms that match their gender identity, the right to get the same opportunities to learn and participate in school life as anyone else, the right to dress and present themselves according to their gender identity, the right to protect their privacy and choose who they tell or don't tell about being transgender, and the right to start an LGBT student club.

How do public school officials see the issue?

Educators know firsthand that school-based discrimination against transgender students harms them profoundly by stigmatizing them and denying them equitable educational opportunities. This guidance was developed to provide educators with a short overview about transgender students' rights, followed by a description of the key best practices for schools in respecting these rights, a brief primer regarding transgender issues, and a full explanation of the legal rights which those best practices respect and how those rights play out in particular situations. National Education Association

School Board Meetings

It would seem that opposing transgender students using whatever bathroom and locker room that matches their gender identity is protected by law and courts. That doesn't mean Christian parents can't share their concerns to school administrators and school boards, but it does mean parents need to be informed about anti-discrimination laws in their state and community and how courts are interpreting those laws. Also, remember to share your thoughts with lawmakers since they make and can change laws.

Expressing your emotional outrage at a school board meeting may make you feel better, but it won't accomplish much if you are not on solid legal ground. The better idea might be to talk with school administrators and board members privately about how best to provide a safe environment for girls. If you do speak publicly at a school board meeting, remember to make your comments reasoned, informed and thoughtful. Christian parents need to remember that they represent Jesus Christ when they speak out on any topic.

Personal Safety

Personal safety is a primary reason parents are concerned about biological males using girls' bathrooms, locker rooms and showers. That's certainly something that educators and administrators can and should understand. If you approach conversations about your child's safety with educators in a respectful manner, you may find they will be open to ideas that won't cause legal challenges for the school system.

In light of recent physical attacks on girls at schools by biological males who identify as females, I recommend girls learn basic self defense. It begins with awareness and can be as simple as girls You can look at [GraceMartialArts.com](https://www.gracemartialarts.com) to learn more about learning self defense from a Christian perspective. You might find this article helpful as to how to help girls understand [situational awareness and basic self defense](#).

Talking With Your Kids

Christian parents need to talk with their children about transgenderism when the time is right. Parents know what is age-appropriate for their children. I recommend you begin by teaching them about God's design. It's also important for our children to learn that people with different beliefs have worth and value to God. They should also have worth and value to us. As the Apostle Paul reminds us:

For we do not wrestle against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this age, against spiritual hosts of wickedness in the heavenly places. Therefore take up the whole armor of God, that you may be able to withstand in the evil day, and having done all, to stand.
Ephesians 6:12-13

Resources (Alphabetical)

[7 Facts About Christianity and the Transgender Debate](#)

[Gay Christianity: A Reasoned Response](#)

[God and the Transgender Debate: What does the Bible Actually Say About Gender Identity?](#)

[How Should Christians Respond to Transgenderism?](#)

[Irreversible Damage: The Transgender Craze Seducing Our Daughters](#)

[Love Thy Body: Answering Hard Questions about Life and Sexuality](#)

[Transgender and Sexual Orientation](#)

[Transgenderism: A Christian Perspective](#)

[When Harry Became Sally: Responding to the Transgender Moment](#)

Public education — that's been the focus of our series about the **war on children** for the past few months. So far, we've addressed Critical Race Theory (CRT) and Transgender students. We turn next to school mandates.

[I wrote this article at the height of school mandates during the pandemic. Though some of that has calmed a bit since then, I believe more mandates may be in our children's future. Let's see what we can learn and how best to respond.]

Public School Mandates

Mandates for public schools are nothing new. Compulsory school attendance has been mandated in the United States for decades. States have laws that require students to attend school beginning at the age of 5, 6 or 7 years of age. States differ on the end of the compulsory age, but it's usually 16, 17 or 18 years of age. Compulsory school attendance also includes the number of instruction hours and days per year. Students and parents who don't comply with compulsory school attendance face legal problems from the state. Most parents seem to be accepting of compulsory school attendance.

Every state and the District of Columbia (DC) have had vaccine requirements to attend public schools for decades. Mandated smallpox vaccinations for school children date back to the 19th century. Some of the current mandated school vaccinations are for diphtheria, tetanus, pertussis, polio and chickenpox. Most states and DC also require vaccinations for measles, mumps, rubella, and varicella. Some states also

require vaccinations for Hepatitis A and/or B. Parents have been participating in those vaccine mandates, why so much fuss about school children being vaccinated for Covid-19?

Covid-19 Vaccine Mandates

One reason parents have had problems with the Covid-19 vaccine mandates is because the vaccines didn't go through vaccine trials before being given to the general public on an emergency-use basis. Even though the Federal Drug Administration (FDA) eventually gave full approval to one of the Covid-19 vaccines last year, many parents believed the authorization had been politicized and rushed.

Another reason parents have had problems with the Covid-19 vaccine mandates is because of side effects for some children. The Centers for Disease Control (CDC) admits that.

Cases of myocarditis and pericarditis in adolescents and young adults have been reported more often after getting the second dose than after the first dose of one

of the two mRNA COVID-19 vaccines, Pfizer-BioNTech or Moderna.

CDC and its partners are actively monitoring reports of myocarditis and pericarditis after COVID-19 vaccination. Active monitoring includes reviewing data and medical records and evaluating the relationship to COVID-19 vaccination.

Myocarditis is inflammation of the heart muscle, and ***pericarditis*** is inflammation of the outer lining of the heart. In both cases, the body's immune system causes inflammation in response to an infection or some other trigger ... ***Seek medical care if you or your child have symptoms of these conditions within a week after COVID-19 vaccination. Centers for Disease Control***

Many parents are concerned about the long-term effects of the Covid-19 vaccine as well as the short-term side effects. Because the vaccine is still relatively new, the long-term effects are unknown at this time.

COVID-19 vaccine-associated myocarditis may have a benign short-term course in children; however, the long-term risks remain unknown. [The Journal of the American Medical Association \(JAMA\)](#)

Parents have also expressed concern about reports of serious blood clot issues. Their concern is for young women as well as children.

Postauthorization surveillance of COVID-19 vaccines has identified safety signals, including unusual cases of thrombocytopenia with thrombosis reported in recipients of adenoviral vector vaccines. One of the devastating manifestations of this syndrome, termed vaccine-induced immune thrombotic thrombocytopenia (VITT), is cerebral venous sinus thrombosis (CVST).

Cerebral venous sinus thrombosis (CVST) is a rare form of cerebrovascular disease that typically affects young women of childbearing age and is generally thought to be associated with the same general risk

factors as other more common forms of venous thrombosis, such as pregnancy; medications, including oral contraceptives and chemotherapy; infections of brain, ears, or face; head trauma; inherited blood clotting disorders (eg, functional deficiencies of coagulation protein S or C, antithrombin, and factor V Leiden); and, rarely, thrombocytopenia, with prevalence of prothrombotic disorders being especially high in adolescents. [The Journal of the American Medical Association \(JAMA\)](#)

The CDC has a reporting feature available for parents to look at available data concerning negative reactions to the Covid-19 Vaccine, including adverse reactions, hospitalizations, life-threatening events and death. You'll find the Health and Human Services (HHS) [Data Set here](#). You can also look at an analysis of the [VAERS reports here](#).
[UPDATE LINK BEFORE PUBLISHING]

[One of the best [historical presentations about Sars-Cov-2](#) is written by former New York Times journalist Alex Berenson. He wrote the book in 2021 and shared a good historical perspective through the publication date of 11/20/21. We'll add links to updated information at the end of this post.]

Face Mask Mandates

Another big problem parents had to deal with in public schools was face mask mandates. Even though many states have ended mask mandates for students, some parents would argue that the damage has already been done. They claim their children have suffered physical, emotional, and mental harm. Is that true? Many educators claim that mask wearing does not harm children, even for prolonged periods of time. Is that true?

Here are some studies and articles about the impact of children wearing face masks that you can quote from when discussing the subject with educators and/or school board members. You'll notice that governments that were mandating

mask wearing by children in school had little information about the effects that would have on children during the pandemic. It seems rational to believe that parents have a right to ask questions and get answers, especially when little is known by mandating entities.

I've included a summary statement from each study or article to give you an idea of what you will find in it. You can do your own research to find more studies and articles, but this will help get you started.

International guidelines recommend face masks for children aged six years and older, but further studies are needed to provide evidence-based recommendations for different age groups. The impact of face masks on children—A mini review ([National Institutes of Health](#))

While masks can protect children from COVID-19 infection, it is unclear how mask-wearing behavior and mask mandates influence children's cognitive and social development. [How Does Wearing Masks Affect](#)

Children? National Institutes of Health, Covid 19 Research

The scientific database of the impact of wearing masks on children's face processing performance is meanwhile thin although there are some first examples available (e.g., about face recognition performance, see Stajduhar et al., 2021). Regarding research on the impact of masks on the ability to read emotions from masked faces is mostly lacking. The main reason for this overall low number of studies might be that during several lockdowns during the COVID-19 Pandemic, empirical studies with school kids facing heavy hygienic requirements are technically hardly feasible. The Impact of Face Masks on the Emotional Reading Abilities of Children – National Center for Biotechnology Information, NIH

Elementary schools in Japan are reporting that masks are having adverse effects on their students, including more unruly behavior as masks disrupt communication. Professor Myowa says children

between four and ten years old are developing the ability to empathize, to imagine what others think, and how to respond. Children normally have ample chances at school to put themselves in someone else's shoes, but masks in classrooms mean the opportunities are much scarcer now. She suggests that teachers should consider how to create those opportunities for students in the current situation. Is wearing a mask affecting our children's development?

NHK World – Japan

Social distancing measures including face masks are suspected of causing young children's development to have drop by up to 23 per cent during the COVID pandemic, according to a new study. [Daily Mail UK](#)

Children do not readily acquire SARS-CoV-2 (very low risk), spread it to other children or teachers, or endanger parents or others at home. This is the settled science. In the rare cases where a child contracts Covid virus it is very unusual for the child to get severely ill or die. Masking can do positive harm to

children – as it can to some adults. But the cost benefit analysis is entirely different for adults and children – particularly younger children. Whatever arguments there may be for consenting adults – children should not be required to wear masks to prevent the spread of Covid-19. Masking Children: Tragic, Unscientific, and Damaging – American Institute for Economic Research

Scientific studies have shown that masks do indeed impact children's ability to recognize faces and emotions. As with adults, masks can also interfere with verbal communication. But experts are divided on the long-term effects on children's development. Masks in class—how damaging to child development? – Medical Xpress

A recent study, published in the journal Cognitive Research: Principles and Implications, concluded that face masks may interfere with the ability to recognize and process faces in children aged 6 to 14 years. In this study, the researchers found that children showed

greater impairment in processing masked faces than adults. Specifically, the children were 20.1 percent less accurate with masked faces, while adults were 13.5 percent less accurate. Recent Study Finds That Masks May Impact Face Processing – [Psychology Today](#)

The Lancet, a world-renown medical journal, is out with a new study debunking a highly-cited CDC study that was used to support mask mandates in schools. New Lancet Study Destroys the CDC's Justification for School Mask Mandates – [TownHall.com](#)

Christian Response to Mandates

As we've mentioned before in this series, it's important that Christian parents present reasoned responses to school boards and administrators. Responses that are logical, informed and thoughtful are often received better by people who have authority over your child's education. You can look at previous parts of this series that address best practices for speaking privately and publicly with authorities.

Mandates are challenging because people in power are forcing parents and children to do something that may be against their will. That can be frustrating to parents and lead to emotional responses. Christian parents have the challenge of making decisions for their child's best interests while representing Jesus Christ to the world.

Sexualizing Your Children

The war on children is comprehensive. The enemy attacks every part of a child's life. Even as Jesus Christ wants us to love God with all our heart, mind, soul, and strength, the enemy attacks us in all of those areas. The same is true with the enemy's war on our children.

We've already touched on the issue of Transgenderism in schools. I say "touched" because there's so much more to share about the subject. We will also share more special resources at the bottom of this article. I invite you to read each one thoroughly and carefully. They will help you address the issue in your family and church, as well as having good information to share with others.

It's one thing to respond as a Christian to the issue of Transgenderism in your child's school – it's another when the enemy comes after **your** child. Reminds me of the old saying, "Mess with me, but not with my family." This is when Christians can become more emotional and less spiritual in their response.

This is where Christian parents and grandparents, along with church leaders, need to depend on the power of God and His Word. Don't forget what the Apostle Paul wrote about the battle:

Finally, my brethren, be strong in the Lord and in the power of His might. Put on the whole armor of God, that you may be able to stand against the wiles of the devil. For we do not wrestle against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this age, against spiritual hosts of wickedness in the heavenly places. Therefore take up the whole armor of God, that you may be able to withstand in the evil day, and having done all, to stand. Ephesians 6:10-13

It's also important to remember that this advice follows important insights into Christian husbands and wives, fathers and mothers, should live as believers in an unbelieving world. I recommend you read Ephesians 5:1 – 6:20 and take notes. What do you see in this part of Paul's letter that will help you respond to enemy attacks on your children?

The Enemy's Blueprint

The enemy has not changed his blueprint for destroying the human family since the Garden of Eden. The enemy goes after marriages (Adam and Eve), which messes up children (Cain and Abel). How? By getting you and your children to doubt God, want to be like God, then disobey God.

The enemy, both human and supernatural, are using that blueprint with children. You'll see that when you read some of the stories told by young people in the resources below. Many regret their decision to become transgender, take puberty blockers, and have "sex reassignment" surgery (also called "gender-affirming" surgery). Many hospitals and clinics offer

children when they call “gender-affirming options.” That includes what doctors describe as:

- Facial surgery
- Top surgery (adding or removing breast tissue through surgery)
- Bottom surgery (refashioning genitalia through surgery)

Some children and teenagers experience what’s called “gender dysphoria,” which leads boys to want to be girls and girls to be boys. That leads many to be distressed about their gender assignment from birth.

Some children and teens are “gender fluid,” which affects their personal identity and gender expression. They may present themselves socially as male, female, both, or neither from day to day. They are “fluid” in how they identify, which often impacts what they want to be called by others (e.g. he/him, she/her, they/them, etc).

Gender dysphoria and/or fluidity can lead young people to undergo chemical and surgical techniques that change the way they present themselves socially (e.g. breasts or no breasts, genital change). As children and teens become older, they often regret what they've done (or what was done to them) and suffer from deep depression. Some even commit suicide.

Where are the parents while their children are dealing with these sexual issues? Unfortunately, many parents support their children's desire to experiment with their gender and sexuality. It all plays into the enemy's blueprint of people wanting to be their own god. They are driven by the desire to worship themselves (self-identity) instead of the God who fashioned them in their mother's wombs.

Greed and Control

Another reason for the current “push” for transgenderism is greed and control.

Doctors, hospitals, and pediatric “gender clinics” make a fortune from sexual-reassignment surgery. It’s a multi-billion dollar business that’s growing richer every year. Some estimates are as high as ten percent growth per year. Gender-transition surgery can cost up to \$100,000, and the hormone therapy patients will need the rest of their lives currently costs \$1,500 a year. That’s BIG business.

The U.S. government stands squarely behind the growth of this industry. U.S. Assistant Secretary for Health Rachel Levine is a transgender (biological male who transitioned to female) who wrote this on social media:

Gender-affirming care is medical care. It is mental health care. It is suicide prevention care. It improves quality of life, and it saves lives. It is based on

decades of study. It is a well-established medical practice.

You can read from doctors in our Resource section below who will take issue with Admiral Levine's claims. New studies are coming out that show how puberty blockers, cross-sex hormones, and other chemical treatments can have a negative effect on a person's long-term physical health.

It can also have a big impact on a person's mental health. The enemy can use that to "control" a person to get them to do things they wouldn't ordinarily do. Chemicals and surgery can change a person's ability to be their own person. They are more susceptible to peer pressure and other mental control devices.

Social media (e.g. Tik Tok) is another way that the enemy controls children and teens. They see transgender kids their age presenting themselves as having a great time. It's a type of "wish fulfillment" control device, very similar to what the enemy did with Eve in the Garden of Eden — "your eyes will be opened, and you will be like God, knowing good and evil."

Eve did just what the enemy wanted her to do, and that's what people are doing with many young people. That's control and it's evil.

Another type of control is coming from courts and transgender *glitter families*. Some judges are ruling in favor of taking children who want to transition sexually away from their parents who oppose the transition. I think we will see more of that in the future.

Another control feature includes peer pressure from GSA clubs (Gender and Sexuality Alliance) in schools, and child grooming by Glitter Moms and Glitter Families. More evil from the enemy of your children.

God's Blueprint

Sexual-reassignment surgery is about trying to change what God made, but that can't be accomplished for a simple reason – God's design. Read King David's words carefully to see what God does with every child in the womb:

For You formed my inward parts; You covered me in my mother's womb. I will praise You, for I am fearfully and wonderfully made; Marvelous are Your works, And that my soul knows very well. My frame was not hidden from You, When I was made in secret, And skillfully wrought in the lowest parts of the earth. Your eyes saw my substance, being yet unformed. And in Your book they all were written, The days fashioned for me, When as yet there were none of them. Psalm 139:13-16

Humanists are focused on what they can see about a child's sexuality (face, breasts, genitals). What they cannot see is what God did in secret, when He forms a child in the womb.

God writes a unique genetic sexual code for every child that humans cannot change. It's part of a child's DNA.

DNA (Deoxyribonucleic acid) is the super-complex code that God wrote inside every human cell. The "sex" or "gender" DNA differ by the number of X chromosomes that are present and the characteristics of each of those X chromosomes. Humanists can change what a person "looks like" through various chemical and surgical techniques, but they can't change who a person is "inside" their cells. Every person will have the same cellular DNA from the womb to the tomb. That's why males are males and always will be males, even if doctors mutilate their bodies with chemicals and surgeries. That's why females are females and always will be females, even if doctors mutilate their bodies with chemicals and surgeries.

So God created man in His own image; in the image of God He created him; male and female He created them. Genesis 1:27

Humanists with all the medical technology at their disposal will never change that fact. God created males and females and forms their inward parts in the secret of their mother's womb. That's just the simple truth. The job of the Christian parent is to help their children understand that simple truth.

I could say more about this horrific issue, but I'd like to give you time to peruse the following resources. I think you'll find them eye-opening and helpful as you respond to this war on your children.

Resources

[7 Facts About Christianity and the Transgender Debate](#)

[5 Things Every Christian Must Know about the Transgender Debate](#)

[The Worldview Behind Transgenderism](#)

[10 Reasons Why Transgenderism Is the Family's Worst Enemy](#)

[What the Bible Says about the Idea of Transgenderism](#)

[What Does the Bible Say About Transgenderism?](#)

[A Letter to Parents of Transgenders \(From a Former Transgender\)](#)

[‘I literally lost organs:’ Why detransitioned teens regret changing genders](#)

Hormones, surgery, regret: I was a transgender woman for 8 years — time I can't get back

What Percentage of Transgenders Regret Surgery?

LGBT Activists Are Coming for Your Children

A voice of reason speaks on transgenderism

I'm a Pediatrician. How Transgender Ideology Has Infiltrated My Field and Produced Large-Scale Child Abuse

Top Doctor Reveals Many Transgenders Regret Surgery, Want Reversal

Johns Hopkins Psychiatrist: Transgender is 'Mental Disorder;' Sex Change 'Biologically Impossible'

Experts reveal stunning truths about how transgenderism harms children

Pediatrician On The Myth That Puberty Blockers Are "Reversible"

[Are puberty blockers reversible? The NHS no longer says so](#)

[The Effect of Puberty Blockers on the Accrual of Bone Mass](#)

[Unknown Effects of Puberty Blockers on the Brain](#)

[FDA Officials Warn Of Brain Swelling, Vision Loss In Minors Using Puberty Blockers](#)

[Abby Johnson, Sean McDowell share how parents can talk sex, trans ideology with kids](#)

[Sex Reassignment Doesn't Work. Here Is the Evidence.](#)

[Study Connects Jump in Youth Suicide With Transgender Treatments, Lack of Parental Consent](#)

[A Christian Perspective on Transgender Identities: 5 Key Insights](#)

[Irreversible Damage: The Transgender Craze Seducing Our Daughters](#)

Students Are Being Groomed to Embrace LGBT Glitter Families in Place of Parents

Students are being groomed by teachers to embrace LGBT 'glitter families' in place of parents

How transgender "Glitter Moms" are trolling the internet and ruining children's lives

What is the Difference Between Male and Female DNA

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