



# Christian Citizenship

**"You are the salt of the earth . . . You are the light of the world" (Mt. 5:13-16). One way to be salty and let our light shine is by being good citizens on earth. Our vocation as citizens of both the secular kingdom and God's kingdom gives us the responsibility to proclaim God's Word and care for our neighbors. We are called to engage the "public square" with our message of Christ's mercy for all. Please pray for God's will to be done... in Jesus' name.**

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## **"Never Again:" A Vow to Live By**

"Never again," writes Rev. Jonathan Lange, "stands out in five languages against a stone wall at Dachau, Germany. These two words stir deep feelings of resolve and regret in the hearts of millions. After the horrors of the Holocaust, decent people the world over hold them out as a solemn promise to unborn generations."

Is "never again" only an empty promise? Rev. Lange writes, "A generation before the liberation of Dachau and numerous times since, the world has turned a blind eye to the wholesale slaughter of innocents. The Armenian genocide, the Bolshevik starvation of Ukraine, China's great leap forward, Cambodia's killing fields, and Rwanda's slaughter of 800,000 Tutsis all happened while the world looked on. Globalist rulers never mustered the moral courage to stop the slaughter in real-time. . . . [O]nly after the bloodletting had subsided [did] bleeding hearts denounce atrocities and renew their vows of 'never again.'" Think about it. In 1973, "the United States Supreme Court turned a blind eye to the unborn and allowed a holocaust of 62 million abortions over the next 50 years."

How can it be "that such a noble and universally breathed vow can be so consistently ignored when its payment comes due? That," says Rev. Lange, "is the riddle. Until it is solved, wanton slaughter and the wholesale violation of human rights will proceed apace. Promises made--whether by the Bill of Rights, the Universal Declaration of Human Rights, or by your favorite politician--will remain hollow. . . . [T]he first clue to the riddle's answer is to notice that it is far more convenient to demonize dead men than the living ideology that guided them. One pays no political price to condemn Hitler, Stalin, Pol Pot, and Mao. But to condemn the murderous ideas of socialism--national or

international--risks offending those who consistently put power and profits over principle."

Rev. Lange explains that "demonization of the dead is worthless if the demons themselves are allowed to thrive." So, where does a serious-minded person start? With Jesus. The devil "was a murderer from the beginning," says Jesus in John 8:44. Rev. Lange says, "If Hitler is the devil, he is dead and is no longer a threat. But if the real devil animated Hitler, that murderous spirit remains alive and well. . . . Murder is satanic. . . . It is a violation of cosmic principles that exist before and outside of governmental edicts. Mass murders are never perpetrated by those who humble themselves before the Creator of the universe. They are always perpetrated by governments that deny His existence." For this reason, continues Rev. Lange, "justice requires that we acknowledge 'the laws of Nature and of Nature's God. . . . The Declaration of Independence acknowledges the eternal law of God Himself and is written into the very cosmos. To deny this truth is the lie behind all lies. And that lie is the death of men and nations. Jesus, who identified the devil as a murderer, goes on to call him 'a liar and the father of lies' (John 8:44). By this He teaches that lies and murder form a seamless garment."

The murder of innocents, writes Rev. Lange, "never comes out of the blue. The Holocaust did not begin with death camps. It began years earlier with the tolerance and promotion of lies. Too many Germans tolerated the lies until it was too late. Those unwilling to stand against Satan's lies in the present will never be moved to justice even after the killing starts." Today, the alarm is sounded by "survivors of the Nazi death camps, Soviet gulags, Castro's Cuba and China's Cultural Revolution" because "they hear the same lies being repeated in America that they heard before the blood flowed in their former countries. We should take their concerns seriously." (Source: Only Human, the Substack of Jonathan Lange, March 16, 2023.)

**What can we do?** Don't be tempted to believe that there is such a thing as an insignificant and inconsequential lie. Consider the murderous consequences of lies about "the origins of life, the nature of men and women, the medical sciences or the

distortion of current events." Trust that the only safe thing to do "is to renounce the devil and all his lies. Test every claim. Take responsibility for learning the truth. Never go along to get along. Listen to dissenters. And when you discover deception, never again trust the liar." Understand that "today's battle for the truth is tomorrow's battle for life. Fight as hard for the first as you would for the second."

**Please pray** to make "never again" a vow to live by... in Jesus' name.

## Transforming the Children

Something is very, very wrong in American schools. Many people perceive it. Children in elementary through high school are not learning as they should be. Their mastery of core academic curriculum like reading, writing, history, mathematics, science, and civics has declined to crisis levels and shows no signs of improvement. Meanwhile, they're all learning to be activists, turning their backs on their nation, society, and even their parents and religions. Instead of correcting course, school curricula keep veering into "social and emotional learning (SEL)," Critical Race Theory, cultural competence, culturally relevant education, Queer Theory, Radical Gender Theory, Comprehensive Sexuality Education, decolonizing the curriculum, and even drag queens. What's going on?

The answer is simple. *Their education has been stolen from them.* Activists have spent the last forty to fifty years taking over education and transforming it into something different: not mere indoctrination but brainwashing. The transformation of education from education to neo-Marxist thought reform follows significantly from the work of a Brazilian Marxist by the name of Paulo Freire, who is little known outside of South America and colleges of education.

Transformative Social Emotional Learning mirrors the thought-reform process of Communist Chinese re-education prisons and schools. It proceeds by presenting socially political and emotionally provocative material to children after surveying them to discover relevance. It then trains students to have the "correct" social attitudes and emotional responses to these stimuli posing as curriculum, especially to see them through an "inclusive" lens—or, as a pedagogy of the oppressed. Transformative SEL is unapologetic in stating its purpose is to raise a "critical consciousness," i.e., to induce Freirean conscientization through

similar, though updated, methods. Dialogue, surveys, and provocations are used with students to identify words, concepts, and themes that have political relevance in their real lives. That is, it is a practice of data-mining students to find political sore spots relevant to their lives. Freire insists that this method take place between "educators and learners as equals," and the purpose is to identify politically, socially, and emotionally relevant ideas that can be used to encourage conscientization of the political context of their lives. Next, the contents of the generative themes are fed back to the students in an "abstract" or "codified" form. In the American education system, this might take the form of reading materials, vocabulary lists, contoured subject-matter lessons (like history through the 1619 Project and math through "ethno-mathematics"), and special presentations—even the now-in-famous "Drag Queen Story Hour" program refers to the purpose of the introduction of drag queens into schools as a "generative" method for "queer politics." The goal is to spur dialogue about politically sensitive topics after presenting them in a way that might facilitate the goal of conscientization. Next, the process continues between learners and educators (acting as facilitators) in a more personal way, which is to say students are taught to interpret their circumstances through a Marxist perspective, to apply them to their own lives, and to become activists to change those circumstances. (Excerpted from *The Marxification of Education* by James Lindsay, 189-192.)

**What can we do?** Visit New Discourses, the website of Dr. James Lindsay. Request SEL in the "search box" to hear his presentations on SEL. Order *The Marxification of Education*. Listen to an interview of Dr. Lindsay when he was advocating for Iowa's children ([www.youtube.com/watch?v=aH2mci1xUyg](http://www.youtube.com/watch?v=aH2mci1xUyg)). Visit the website of investigative journalist Corey Lynn to read *Psychological Agenda 2030*. Download a PDF of the 9-part series (\$9.95) ([coreysdigs.com/?s=2030+Psychological+Agenda](http://coreysdigs.com/?s=2030+Psychological+Agenda)). Learn the history of SEL, first created by the Collaborative on Academics, Social, and Emotional Learning (CASEL) in 1994. Learn who funds and helps to implement SEL. Recognize that in conjunction with SEL is a spiritual education agenda called the Collaborative for Spirituality in Education (CSE), established by Steven C. Rockefeller, Sr. Read *Battle for the American Mind: Uprooting a Century of Miseducation* by Pete Hegseth.

**Please pray** to defend the children... in Jesus' name.

