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Ken Ham
Doug Phillips
Voddie Baucham, Jr.
Howard Phillips
E. Ray Moore
Kevin Swanson
Israel Wayne
John Taylor Gatto
Samuel Blumenfeld
and many more
Special thanks first and foremost to Jesus Christ, our loving and merciful Savior, who is the source of all wisdom, knowledge, and understanding, and without whom we would all be lost to the utter vanity of our own foolish thoughts.

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We dedicate this book to our dear wives, the co-educators of our children, Monica Fernandez, Emily Gunn, and Sarah LaVerdiere: thank you for your love, patience, and wise counsel; you are truly precious gifts from the Lord and your worth is indeed far above rubies.
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The Bible says, “By the mouth of two or three witnesses every word may be established” (Matt. 18:16). That’s simply what documentaries do. They bring forth evidence and establish truth by presenting an audience with a collection of witnesses. The power of documentaries often lies in bringing the experiences of others to an audience that might not be readily persuaded by a book or sermon.

It’s always the eyewitnesses to an event that can present the most powerful testimony — there’s something about looking into someone’s eyes and hearing their story. In the film *IndoctriNation*, and in this companion book, you’ll see how persuasive those testimonies can be, and how moving and meaningful it is to hear firsthand stories of Christian educators working in the government schools.

I could try to explain to you the conflict of being a Christian teacher in a public school, but Christian teacher Sarah LaVerdiere can make that argument with power and authenticity. She was the

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Colin Gunn is an award-winning writer/director/producer and accomplished animator. His early documentary films include *Shaky Town* and *The Monstrous Regiment of Women*. His most recent films are *IndoctriNation* and *Captivated*. He was also executive producer of *Act Like Men*. As an actor, Mr. Gunn played Wally the Mailman in the award-winning feature film *The Widow’s Might*, which premiered in U.S. theaters in April, 2009. Originally from Hamilton, Scotland, Mr. Gunn lives in Waco, Texas, with his wife and eight children.

“In my mind, there is no better emblem of this madness than the big yellow school bus. That is why it played the part of the antagonist in our film.”

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**COLIN GUNN**
teacher that everyone wanted for their child. She loved the kids, and the kids loved her, yet her damning indictment of the schools is made with irrefutable honesty.

Likewise, Mike Metarko capably stands up against the “salt and light” argument, offering little hope to the parents who argue that their child will be that successful missionary to the schools. If an elementary school principal had little success, what hope has little Johnny?

Both Sarah and Mike lived their story. What they say is authentic, and the audience knows it. After all, they sacrificed their careers to deliver their message to you!

Again, I could express to you my opinion that parents are accountable for the spiritual and physical risk their children face in the public schools. That’s my opinion, and you could take it or leave it. But when you hear the testimony of Brian Rohrbough, there’s no debate. Brian lost his son in the Columbine shooting, and he leaves every parent with the unforgettable words, “I put him there.” These are some of the bravest words I have ever heard.

There are many other eyewitnesses in this book who will detail to you the decline of American public education from the inside. From R.C. Murray, who exposes the dumbing down of the curriculum, to Karl Priest, who participated in a textbook war and documents the futile thirty-year struggle to reform the schools in West Virginia. Then we have Robert Ziegler, who powerfully testifies to his ultimate offense in the public schools — naming the name of Christ!

Like any good trial, we also need our expert witnesses. I often have to remind people while fielding questions about the film that I’m not the expert. Our job as documentarians is to find those experts and interview them. And what an honor it is for us! Many of these men, such as Samuel Blumenfeld, Howard Phillips, and E. Ray Moore, are the founding fathers of the present-day homeschooling movement and are longtime defenders of the liberties that homeschoolers like me now enjoy.

Then let us bring you John Taylor Gatto, the author of The Underground History of American Education. As Teacher of the Year in New York City and New York State, he now stands as both an expert and eyewitness chronicling the disaster that is the public school system.
Mr. Gatto’s memorable quote in our film sums it all up for me. He says, “Is there an idea more radical in the history of the human race than turning your children over to total strangers whom you know nothing about, and having those strangers work on your child’s mind, out of your sight, for a period of twelve years? . . . It’s a mad idea!”

Indeed it is. Public schooling is unnatural, it’s weird, it’s outdated. It’s based on a model that is neither American (it was imported from Prussia), nor Christian (it was founded by Unitarians, progressives, and utopians).

In my mind, there is no better emblem of this madness than the big yellow school bus. That is why it played the part of the antagonist in our film. As an outsider, these clunky, noisy, polluting monsters stand out as uniquely American symbols of federal uniformity and statism. The bus is loaded with every anti-Christian ideology from utopians like Robert Owen and Karl Marx, to the evolutionist Charles Darwin, to the psychologist Edward Thorndike and the humanist John Dewey. Using the bus is not a neutral act, but a decision that opens a child to multiple ideologies that oppose the Christian faith.

In presenting this book as an accompaniment to our film, one of our objectives is to equip the homeschooling public with the ammunition necessary to effectively defend our educational choices and attack our adversaries’ choices. In the pro-life movement, sidewalk counseling has been successful where political action has been less than effective. Now is the time for us to be as bold in the same manner, using these resources to graciously challenge our brothers and sisters who are still deceived by the public school system. No one finds it easy to broach this subject with friends or family. So maybe you can let this book or film be the grenade you throw in the room and leave! We’ll take the flak for you.

Please remember, this is the time to be bold. For those with children in the government schools this might be a matter of life or death.
In his book *Millstones and Stumbling Blocks*, Bradley Heath writes:

[R]emoving scales from the eyes requires touching the eyeballs, always an uncomfortable proposition. Although the goal is better vision, the process may feel like a poke in the eye; the natural reaction is to close one’s eyes and turn away.1

*IndoctriNation* was a challenging project for this very reason. It addresses an extremely sensitive issue for both families and churches — how we ought to train up and educate our children in a way that is pleasing to the Lord — and we knew that in order for this “poke in the eye” to be well received, we had to not only deliver the right message, but also do it with the right heart.

As Christian homeschooling parents, we wanted our film to

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Joaquin Fernandez is an award-winning writer, producer, and director of documentaries, television commercials and educational and marketing videos. He has shot extensively in the United States and has filmed on location in the Caribbean, France, Italy, Portugal, Israel, Russia, Japan, and the Philippines. *IndoctriNation* is his first feature-length film, on which he was also director of photography and editor. Mr. Fernandez is president of The Lighthouse, a video production and graphic design firm in Wake Forest, North Carolina, where he lives with his wife and four children.

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“In a very real sense, filmmakers are teachers, and when our films include a rebuke for the bride of Christ, we should consider well how we admonish the brethren.”

JOAQUIN FERNANDEZ
share our objections to the public schools’ methodology and subject matter, and also to convey our clear desire that Christian parents remove their children from these schools for the sake of Christ’s Kingdom. We wanted to share our deepest convictions about what God’s Word has to say in the area of educating our children.

We began by writing a basic outline of some of the things we wanted to say and how we wanted to say them. We compiled a list of the people we wanted to interview on our IndoctriNation Tour where we would take a big yellow school bus, which we didn’t even have yet, all around the country. We raised support from friends and ministries, got the word out at events and online, and began shooting footage at conferences. But then we began compiling all the material, and our knees started shaking.

You see, the Lord Jesus loves His Bride. He gave His life for her. Her enemies are His enemies. And one day He will say “Bring here those enemies of mine, who did not want me to reign over them, and slay them before me” (Luke 19:27). This should strike fear in the hearts of all unbelievers, but it should also give great pause to those who have anything negative to say to or about the Church of the Lord Jesus Christ. It’s no wonder the Apostle James said “My brethren, let not many of you become teachers, knowing that we shall receive a stricter judgment” (James 3:1).

In a very real sense, filmmakers are teachers, and when our films include a rebuke for the Bride of Christ, we should consider well how we admonish the brethren. But it is equally true that we all are responsible for what we do with what the Lord has revealed to us. As it is written in the Book of Proverbs:

Deliver those who are drawn toward death, and hold back those stumbling to the slaughter. If you say, “Surely we did not know this,” does not He who weighs the hearts consider it? He who keeps your soul, does He not know it? And will He not render to each man according to his deeds? (Prov. 24:11–12).

Most of us who are involved in the IndoctriNation project are deeply committed to home education. We have been blessed with a vision for multi-generational faithfulness, humbly seeking to apply God’s Word to every area of life including the training of our children. But with
this understanding comes responsibility. Will we not have to give an account to Him who weighs the hearts, as to whether we did our part in trying to deliver an entire generation stumbling into public school classrooms all across our land?

Our film has been received by homeschoolers and public schoolers in a way that has far exceeded our expectations. We have received letter upon letter from both parents and teachers who are getting out of the system and turning to God’s Word alone as their guide. In this way God has blessed this film, and we are so thankful to Him for the way He has allowed it to impact the lives of so many.

My prayer is that the Lord would now use you, your friends, and your church leaders — equipped with this book and our film — to blow the trumpet, as it were, and call God’s people to seriously consider their ways regarding the training of their children. There is just too much at stake for us to remain silent.

I set watchmen over you, saying, “Listen to the sound of the trumpet!” But they said, “We will not listen.” Therefore hear, you nations, and know, O congregation, what is among them. Hear, O earth! Behold, I will certainly bring calamity on this people — the fruit of their thoughts, because they have not heeded My words nor My law, but rejected it (Jer. 6:17–19).

Will you sound the alarm with us?

Notes
When I first set out to research material for the *IndoctriNation* book, I already arrogantly considered myself well-educated on the state of America’s public schools. After all, I experienced them firsthand growing up. My wife even taught in public schools during the first few years of our marriage. I can remember those days when she’d come home each evening with a new horror story to share over an otherwise peaceful dinner. I don’t miss those stories one bit.

Like many of America’s youngsters today, I started attending a public school at around age four — *kindergarten*. Unlike many of my classmates, I was blessed to have a stay-at-home mom, and she was steadily involved with my schooling throughout those early years. When my parents saw the poor academic standards of the public schools, they transferred my younger brother and me out of the system. Over the next seven years, we attended parochial, Christian, and even military schools, then wound up back at our local public high school for the last few years.

Chuck LaVerdiere is a wretched sinner saved to joyful service in Christ by God’s magnificent, undeserved grace. He holds a B.S. in Structural Engineering from the University of California in San Diego, and now lives in the Raleigh, North Carolina area where he runs his small engineering firm, Stonewall Structural Engineering. He has a passion for street evangelism, shepherding his family, and applying the Word of God to all of life. He has been married to Sarah for three years, and they have a one-year-old daughter, Perpetua Faith.
Sadly, the behavioral differences I witnessed between my public and private school classmates were minimal. Instead of smoking pot and sniffing glue, they were dropping ecstasy and snorting cocaine. The vices were simply more expensive where the kids had bigger allowances. I wasn’t caught up in every sin on the menu, but I certainly had my share.

None of the schools I attended taught the fear of the Lord, and as a result, my education actually led me away from true knowledge (Prov. 1:7).

My personal standard of “normal” for the first 20 or so years of my life was the moral acceptance of abortion and homosexuality, the normalcy of violence, racism, drug and alcohol abuse, rebellion, foolishness . . . the list goes on. These things weren’t all necessarily heralded from the classroom but were definitely taught on the playground.

Like slowly removing a Band-Aid, grade by grade my heart was painfully pulled away from my parents’, and there were a lot of rough years ahead for my family — to my regret, some of those wounds are still sore today.

In my early twenties, I traded in much of my wild liberalism for a secularized conservatism, and I desperately sought out someone to blame for the deteriorating state of our nation — looking anywhere but within myself. Like any good talk-radio-listening conservative, that blame conveniently landed on the hippies. The 1960s generation that cozied up to Karl Marx has so thoroughly overhauled every other established institution in American society, and modern school curricula clearly reflect their ideology. How could the hippies not be responsible for the demise of American education?

Needless to say, when I began working on the IndoctriNation book, I had many preconceived notions about how bad the schools really are, how they got this way, and what should be done about them. But I found that many of my assumptions were only partial truths. While it’s true that the hippie generation is now basically running the United States of America into the ground with their terrible policies, I have discovered that they themselves were an intentional byproduct of America’s public schools. Their mindset, or worldview, is the result of the work of several previous generations that were all indoctrinated by government schooling. The seeds of the humanistic
The history of public schools is briefly examined within the book you now possess. I am confident that most other individuals like me who consider themselves to be generally well-informed on the socio-cultural issues of our day will read through this book and realize that their knowledge on the topic at hand has barely scratched the surface. And the deeper you dig, the dirtier it gets.

Suffice it to say that the one-room schoolhouses of the past did not mutate into the monster that is today’s public school system; those schoolhouses of old were beaten up and bullied out of existence by a bigger, badder government and big business–backed machine that has completely turned any sense of true education on its head and made off with the taxpayer’s lunch money.

We are today reaping the results of nearly two centuries spent sowing corruption — and it is a massive harvest of rotten fruit. The multitude of disturbing trends in our schools today is troublesome, to say the least. This is recognized by nearly every cross-section of society regardless of creed, ethnicity, gender, or political affiliation.

But the problems we see on the surface are not the problem in and of themselves — they are symptoms of a greater disease. As Christians, let’s plainly call the schools’ problems what they are: bad fruit. We know that bad trees cannot bear good fruit, so we should consider well what we do when we get behind the latest ideas for school reform as championed by our favorite pundit — we’re polishing up foul, moldy apples to which there will be no end. The bad tree of public education will continue to produce them. If we truly desire to fix the problem before us, we must find the root of this bad tree, hew it down, and cast it into the fire — figuratively speaking, of course.

Dear parent: This book is meant to persuade you to remove your children from public schools. Think of it as Reality 101 — a crash course in a subject that wasn’t offered in any school you or I ever attended. The vital prerequisites for this course are (1) a love for God, (2) a love for your children, and (3) an open mind.

Many may be offended by what is written in this book. It’s not easy when things we think we know with certainty are challenged,
but that’s why the first prerequisite is an absolute necessity for this course. If you truly have it, it will do its part well by focusing you on what really matters when your personal sensibilities suffer injury.

One thing I’ve learned is that I can’t blame the hippies for the deteriorating state of our country when I know from Scripture that it is only when we Christians, who are called by God’s name, humble ourselves, pray, seek His face, and turn from our wicked ways that God will hear from heaven, forgive our sins, and heal our land (2 Chron. 7:14).

So please set your preconceptions aside and approach this material with the noble mind of a Berean (Acts 17:11). Challenge what you read herein. Verify the sources. Test these things against the solid rock of the Word of God. And if you find your practices out of alignment with Scripture, repent and cast yourself upon the mercies of Jesus. “Humble yourselves in the sight of the Lord, and He will lift you up” (James 4:10). Then be moved to action with the zeal of Josiah (2 Kings 22–23) to swiftly tear down your altars of ungodly educational traditions and seek to model your life according to His revealed Word.

May there arise a generation of fathers and mothers who recognize the beauty of God’s intended system of education: personal parent-to-child daily discipleship. May that generation, along with their progeny, reap the good fruit of lives lived in faithful obedience to the commands of God.

_Soli Deo Gloria!_
“Do not lay up for yourselves treasures on earth, where moth and rust destroy and where thieves break in and steal; but lay up for yourselves treasures in heaven, where neither moth nor rust destroys and where thieves do not break in and steal.”

— Matthew 6:19–20
Recently, a friend of mine called and asked if I would have time to do some work for one of his customers who was in town for a few days. When I called to discuss the job, the customer told me, during a very short conversation, about his Ferrari convertible that he wanted me to work on. He went on to say that he was very wealthy but he didn’t want to be taken advantage of and that he was 67 years old and had cancer.

Later I met him at my friend’s shop. He was foul mouthed, talking about the trashy women that he was involved with and how he
was traveling around in his car and living it up. He went on to say that he had told his kids that when he dies he wants to be buried in his Ferrari with the top down and the car filled with dirt.

His comments reminded me of the conversations that I was involved in when I attended junior high school. It struck me that I had been taught the same value system. His worldview, his desires, his outlook, and his core values were all the same as those that I once held many years ago. I’m saddened to think that, like all of us, he needs a Savior; but he was taught, just as every child in our nation’s public schools is taught, that there is no Savior. The schools that this man attended “trained him up in the way he should go,” and now that he is old and dying, he will not depart from it (Prov. 22:6).

Looking back, I realize that my church upbringing didn’t stand a chance against all of the immersive “education” that I’d received. There are some who will point out that while this may have been my experience, it didn’t happen to them, and it did not happen in their school. They say, “I attended public school, and I turned out okay. My children will be just fine.”

Perhaps even I would have said that until one Tuesday morning in April 1999. I was standing on the sidewalk looking past the playground at all of the commotion when an overpowering sense of loss came over me: “Oh, Lord, please don’t let this be true. Please, Lord, let this just be my emotions.”

Throughout that day I waited as every public official stated that they had no information. That evening a representative of the sheriff’s office told us, “Go home, and we will send an officer to your home tonight as soon as we have any information.”

The next morning we opened the newspaper and there was a picture of my son lying dead on the sidewalk at Columbine High School. No police officer, no sheriff, no district attorney ever came to my home. There were no phone calls. Our official notification came from that picture. The sheriff and DA did, however, notify the perpetrators’ parents on Tuesday, and they would later admit that they did in fact have the names of all 13 homicide victims on Tuesday, even as they told us that they didn’t know. I had been standing less than 300 yards away from my son Dan, but he was out of my field of view. They left him lying there for 27 hours.
Dan was dead, and I turned to the Lord and asked the most important question a parent can ever ask — the same question you, as a Christian, are probably asking as you read this. “Jesus, is Dan with You? Lord, where did I send my son?”

I spent seven long years demanding answers from the sheriff, the district attorney, the school, and the murderers’ parents. I (along with others) forced the release of more than 52,000 documents, opened secret files and recordings, exposed secret meetings, and even forced a grand jury. We held press conferences at the front door of the district attorney’s office and at the sheriff’s office exposing the outright lies they had told. And after seven years I finally knew most of the details of how and why my son was murdered.

Exposing how and why Columbine happened was necessary and valuable. But there was an additional area that had to be investigated. The results of that investigation would be found in a simple device hanging on my wall. You probably have one yourself. Whenever I look into this device, I am reminded of the awesome responsibility that every parent has, a responsibility from which we can’t escape. This device, a mirror, reflects me.

My son died not because of some choice that he made, but ultimately because of a choice that I made. People sometimes ask me why I talk about my guilt in my son’s death. They seem to think that if I talk about these things, it must mean that I haven’t received forgiveness from the Lord. But I have indeed received both the forgiveness and grace that only the Lord can provide. I speak about these things not because it is pleasant but because it is true. I want others to learn from my failings in the hopes that they will not experience the loss of their own children.

The truth is that every sin can be forgiven, but the consequences of sin often remain. Our sin usually hurts other people, especially our own children. Receiving forgiveness is not the same thing as having never sinned. Sin has a price, and it always requires a high cost from somebody; and where our children are concerned this may be a cost paid throughout eternity. There was no biblical justification for me to send my son to a Godless public school. He died because I ignored God’s Word, even though I knew better.

The good news is that Jesus is able to and will forgive every sin of every truly repentant person who believes in Him as Lord and Savior.
Are you the one who asks your kids to respect their teachers, pay attention, and do what they’re told? Do you ask them to do their best and to study hard? Do you tell them that school is very important for their future and that, while there, they must learn all the information and do well on every test?

Is the school you send your kids to a Christian school (preferably in your home or, if that isn’t possible, a Christian school that you monitor to be sure that it stays true to Bible-centered teaching)? Is the fear and admonition of the Lord being taught as a foundational belief?

Or have you chosen public education?

Make no mistake. Sending your kids to public school is full of risk. I took that risk. My son was murdered. There are many ways for our children to be destroyed by the public schools. My son died at Columbine High School, but that is a relatively small risk compared to all of the dangers that are part of the required curriculum in government schools.

These schools will undermine your child’s Christian upbringing by teaching as fact things like evolution where the strong rule, without moral consequences, and there is no right or wrong. They teach there is no God, we came from the slime, and do what you will. The public schools teach sex education with the intent of promiscuity. This is one area where they really succeed. But with this success comes the death of the innocent. As pregnancy occurs, the school is there to “help,” quite often by arranging and facilitating the murder of these babies through abortion. I can’t help but wonder how many of our Christian families have had their grandchildren killed as a result of sending their kids to public school. The schools teach, “Kill the baby, cure the problem.”

Of course you know about the diversity training, the false science, and the revisionist history being taught. But do you also accept the social environment and political agenda of your child’s school? And do you deny the widespread availability of drugs and alcohol to which your child has access?

If you place your children in public school, within a few years, you will find a division growing between you and them. Will you
tell yourself that this separation is normal and that it is just part of your children growing up? Do you really believe hatred between parents and children is normal?

In reality, this too is part of the public school agenda. Parents are replaced as their children’s mentors by the teachers and school counselors who teach that they are the ones who truly understand your children. After all, from a very young age children are taught in school that their parents just don’t understand them or today’s world.

I have only scratched the surface with this list of dangerous ways by which your children are being purposefully misled and spiritually destroyed while attending government schools. My challenge to parents is for you to ask this most important question: “Lord, am I training my children to love and want to learn about You, or am I sentencing them to reject You?”

As Christians, we are in the world, but we are not to be of the world. For the sakes of your family and our nation, I urge you to make the necessary changes now to remove your children from the public school system. It is your responsibility to raise, protect, and properly educate the children God has graciously placed under your care. Please heed the Lord’s call to train them up in the way they should go, that they might desire an eternity of righteousness instead of a Ferrari filled with dirt.
“Let us go up against Judah and trouble it, and let us make a gap in its wall for ourselves, and set a king over them. . . .”

— Isaiah 7:6
CHAPTER ONE

America’s Trojan Horse: Public Education
Michael J. Metarko

“I went into the public schools as a Christian, basically looking at Matthew 5 and wanting to be ‘salt and light’ in a system that I knew was darkness.”

Michael J. Metarko holds a degree in commerce and engineering from Drexel University, a certificate in elementary education from Moravian College, and a master’s degree in educational leadership from Wilkes University. He worked for nine years in the financial and technical sales arena before becoming a fourth grade teacher and middle school supervisor for curriculum and instruction. Heeding God’s conviction, Mr. Metarko resigned his position in 2010 after working for 14 years in public education, the last five of which were as an elementary school principal. He is currently writing a book about his time inside the system. Mr. Metarko and his wife, Beth, have two children, whom they homeschool. The following is taken from an article written by Mr. Metarko that was published in the Chalcedon Foundation’s Faith for All of Life magazine.

Remembering the Trojan Horse

The crafty Odysseus won the Trojan War for Greece by deception with the Trojan horse. An entire city was desolated by sleight of hand, worship of a false goddess, and false security. The Trojans sincerely thought the war was over, but sincerity is insufficient without the truth. They found out too late that they were wrong. They unknowingly led the enemy right into their city’s heart, blindly trusted the enemy’s word, failed to do their own research and inspection, and became complacent, focused on their own pleasures. Because of these foolish actions, they lost their children, families, city, and lives. America is Troy; our public education system is the Trojan horse.
Indoctrination

Seventeen years ago, God called me to His Son. As I sought His will for my life, I believe that He led me out of engineering and technical sales into a career in education. For the last 15 years, I have held the following positions in public education: fourth-grade teacher, middle school assistant principal, and most recently, elementary principal. I have also served as adjunct faculty at a respected college, and taught for Johns Hopkins University’s Center for Talented Youths. My goal has always been to be a godly example of excellence, a male role model, and “salt and light” in a system I knew had long ago expelled God.

Over the years I have had many opportunities to be that “salt and light” and have plugged up more than a few pinholes in the dike. Administratively, I have fought for the Good News Club to use facilities for which other organizations are never questioned. I have staved off the Anti-Defamation League’s “No Place for Hate” campaign promoting the “acceptance” of questionable beliefs and lifestyles. I have argued to keep the names Easter and Christmas on the school calendar beside Rosh Hashanah and Ramadan. Educationally, I have focused teachers, students, and parents on state and federal mandates to the extent that my school is consistently one of the top in our state.

But over the past few years, I have been inspecting the foundations of the public education system. Research, reading, and observation have proven to me that the foundations of the system are broken. It is crumbling away under my feet, our children’s feet, the family’s feet, the feet of our cities and our nation, under the feet of future generations.

Why do I say this? Let me respond Socratically. How many well-intending parents wanting the best for their children, Christian or non-Christian, can answer the following:

- Where and why was public education established?
- Who were public education’s “founding fathers”; what were their beliefs and goals?
- What is the foundation of knowledge?
- Is there ultimate truth? What are the ramifications if the answer is “yes” or “no”?
• Are schools void of religion? If you say “yes,” are you sure? If you say “no,” what is their religion and why does it matter?
• What science and history are being taught? Are they true science, accurate history?
• What is education’s ultimate role? Who determines it?
• Are we truly educating our children in our public schools, or are we indoctrinating them?

I daresay most public school employees would be hard-pressed to answer; I admit that I would have been three years ago. Why? Partly ignorance and lack of education, but mainly because the education we have received is captive to the system itself. Our education system is such a part of us and of society that we no longer even think to question it. We accept it, work within its boundaries, polish it to look better, and rename it to sound better. Just as the people of Troy welcomed that horse, we have naïvely welcomed public education into our cities and homes without discernment, willingly accepting the words of “leaders” of the system just as the Trojans unwisely took the Greek captive at his word without questioning if it were a trap, a setup.

In opening up that Trojan horse, I was stunned and appalled. I not only realized what the horse was but saw the deceivers’ plans. In a phrase, what I found was indoctrination in an anti-Christian worldview called humanism.

My eyes having been opened wide, I realize that we are in a war for the truth, the souls of our children, and the future of our country. The hardest thing for me to accept is that I have been the Trojan soldier listening to the Greek captive and accepting his description
of the horse as a gift to society! My sweat, my energies, were tearing down the wall of my city and wheeling this horse inside. By not questioning and inspecting public education deeply enough, I put my family and America’s children right into the archenemy’s hands.

We must act! We must understand that education is not a neutral enterprise because there is no neutral territory, no neutral thought. Rushdoony states, “Such a view presupposes neutrality in the knower and the known. . . . For us as Christians, this view is false.”1 “God forbid that we should rebel against the Lord, and turn this day from following the Lord” (Josh. 22:29). We cannot be passive and watch our children, families, cities, and nation turn into slaves by the enemy’s sleight of hand and by our complacency.

Look Inside the Horse:
The Current State of Education

I have seen firsthand the issues we face. I know the results of taking our focus off educating children as individuals created in the image of God with unique talents and gifts. I have witnessed how special interests promote their own agendas and obstruct efforts to improve our schools. Most Americans only see the attractive outside of our Trojan horse: the “gift” of education provided by a government wanting the “best for all.” But if we take off our rose-colored glasses and approach this with discernment, we will notice its many blemishes and faulty workmanship; we will notice the hatch leading inside the beast. If we peer into it to see what’s there, we will see many uncomfortable sights. If we will only shine the light of truth into the cracks and crevasses deep inside the system, we will see what it is truly made of.

I do not doubt that teachers, parents, administrators, and school board members are often sincere in their desire to educate children.

FROM THE FILM: “In the morning we pledge to the flag and have a moment of silence. And in that moment of silence I pray. Really that’s the only area anymore that God is in the schools.”
But anyone reading the news will quickly note that there is a growing culture of corruption and the sacrifice of ethics for self-interest and personal gain in public education.

Accountability, national standards, class size, and teacher qualifications are all red herrings, draining taxpayer coffers with no statistically significant gains in achievement.

Our government has enacted legislation such as the Safe and Drug-Free Schools and Communities Act and the Gun-Free Schools Act of 1996 under No Child Left Behind. Employees engage in intruder training, bomb threat training, and Drug Abuse Resistance Education (D.A.R.E), but all to no avail. All one has to do to see this is to read or listen to the news. According to the National Center for Educational Statistics’ Indicators of School Crimes and Safety 2009 report, “For the first time, rates of violent crime victimization at school were higher than rates of violent crime victimization away from school. In 2007, there were 26 violent crimes per 1,000 students at school, compared to 20 violent crimes per 1,000 students away from school.”

Well-intentioned people scratch their heads and ask why. There is plenty of blame to go around. We can blame the teachers’ unions, the largest lobbying organizations in political history, for demanding to be treated as professionals while maintaining a union-bully mentality. But we must also blame fathers who have abandoned the principles of Deuteronomy 6:7 and Ephesians 6:4; we have shirked our responsibilities. As a by-product, we can also blame children who become “disobedient to parents.”

To get the true picture of the future of the statist education system, do an Internet search on our current leaders: Secretary of Education Arne Duncan and Safe School Czar Kevin Jennings. Jennings is founder and prior executive director of GLSEN, the Gay, Lesbian, and Straight Education Network placed into position by President Obama with no congressional confirmation, possessing great power and authority over schools. What is being promoted? Brace yourself and make sure no little eyes are watching! Search “the little black book queer in the 21st century,” “Homosexual movement + Kevin Jennings,” or “Fistgate tapes.”
Many have probably pondered at least some of this already. But, as we probe further into the egalitarian equine of public education, we must do away with the mindset that is so much a part of our culture, if we are really going to understand it. When I started researching what my education history classes failed to teach, I realized how far we have strayed from true biblical education. I took for granted the concept of age-segregated teaching — as do most churches — because I neither looked into its socialist roots nor considered its complete focus on class management and psychological remedies that breed mediocrity and social promotion. But G. Stanley Hall, the “father of adolescence,” friend to Jung and Freud, planned this monstrosity from the start. Hall used evolutionism and Haeckel’s recapitulation theory to form the concepts of age-segregated learning and racial eugenics.

It is not hard to imagine the next step the social engineers of public education took: remove God from schools, not all gods, of course, just that “intolerant” Old Testament God demanding, “Thou shalt have no other gods before me” (Exod. 20:3), and that “intolerant” New Testament God claiming, “I am the way, the truth, and the life. No one comes to the Father except through Me” (John 14:6; NKJV). True Christianity is what the Anti-Defamation League defines as bigotry because of its exclusivity. They do not accept my belief but tell me I must accept everyone else’s.

Do not be fooled; our public schools do teach religion. Oh, I know about the separation of church and state comment by Thomas Jefferson that most Americans believe is part of our founding documents. That separation only applies to Christianity. Public schools are deeply entrenched in the religion of secular humanism. As Sam Blumenfeld points out:

[O]n March 4, 1987, U.S. District Judge W. Brevard Hand, in Smith v. Board of School Commissioners of Mobile County, Ala., ruled that secular humanism is a religion. The 172-page ruling defines religion and concludes, after reviewing the relevant aspects of humanism, that “For purposes of the First Amendment, secular humanism is a religious belief system, entitled to the protections of, and subject to the prohibitions of, the religious clauses.”5
This man-centered religion is indoctrinating our American children in many ways. To name a few:

- Evolutionism at the expense of true science
- Revisionist history (creatively called social studies)
- Socialism with their mantra, “We’re the experts. We’ll handle all your educational needs.”
- Psychology focused on segregation, self-esteem, and what “feels” right
- Androgyny: the feminization of our boys and the masculinization of our girls
- Acceptance, not just tolerance (unless you disagree with their point of view)
- Misguided environmentalism: mother earth versus God the Father
- Rebellion against the family (Google “We Generation”)

**THE EFFECTS OF THE UNKNOWN HORSE:**
**WHERE EDUCATION STANDS IN OUR NATION**

Where does all this leave us as a nation in which 90 percent of professing Christians send their children to state schools? We have become exactly what the system is designed for us to become: apathetic, uninformed, uninvolved, and uneducated (or educated for very little). We have become uncreative nonthinkers lacking reasoning and rhetoric. On one hand, we have become a society of self-focused, self-indulgent couch potatoes growing only enough sprouts to text our sweet-potato friends on Facebook. On the other, we are gerbils on a wheel that run our children to every imaginable program and sport.

Let me also name a few of the effects of indoctrination in secular humanism through public education: abortion, divorce, single-parent families, euthanasia, gay marriage, condoning homosexual behavior, pornography, racism, and no public nativity scenes or Ten Commandments. These societal effects directly transfer into schools in the forms of removing God from the Pledge, banning the teaching of creation, expelling prayer, increasing violence, and casting Christ out of Christmas. America’s children are becoming
slaves to a government telling them “we control and dole out all rights.” John Dewey, the illustrious “Father of Experiential Education,” states the need for such indoctrination as follows:

The superficial explanation is that a government resting upon popular suffrage cannot be successful unless those who elect and who obey their governors are educated. Since a democratic society repudiates the principle of external authority, it must find a substitute in voluntary disposition and interest; these can be created only by education.6

WHO MADE THIS HORSE? HISTORY THE HALLS OF HIGHER EDUCATION DO NOT TEACH

When earning my teacher certification, I innocently assumed I was getting the full picture of public education in my educational history classes. As a young Christian I questioned everything I read, but I did not think to question if what I read was everything. We read about Dewey but never went back to the true roots of his educational philosophy. We never studied Rousseau, a major philosopher of the Enlightenment and a key figure in the development of humanist educational theory. Nor did we research G. Stanley Hall, Lev Vygotsky, or Jean Piaget in any depth or look into the lives of these educational icons. My studies never looked at their ties to social engineering, Marxism, communism, or Platonism. But it is all there.

Vladimir Lenin once said:

If we can effectively kill the national pride and patriotism of just one generation, we will have won that country. Therefore, there must be continued propaganda abroad to undermine the loyalty of citizens in general, and teenagers in particular. By making drugs of various kinds readily available, by creating the necessary attitude of chaos, idleness, and worthlessness, and by preparing him psychologically and politically, we can succeed.7

I have had days working in the public schools when I vividly remember thinking, Dear God, we are in trouble!

How did public education begin in America? Many point back to 1647 and the Massachusetts General School Law of 1647, known as “The Old Deluder Satan Law” because it opens with “It being one chief project of that old deluder, Satan, to keep men from the
knowledge of the Scriptures. . . .” This law is said to be foundational to the socialist mindset of the government school system, but this proves untrue at a deeper look; its central focus was to combat the neglectful, infidel parents who were not raising their children in the Lord.

The real beginning was later in Massachusetts when the Unitarians and their clandestine counterparts, the secularists, approached the Puritans to initiate a more formal public system to educate poor, illiterate Catholics immigrating to New England. But the watered-down Christian education of the Unitarian-Puritan alliance quickly turned secular when the Puritans and Unitarians disagreed among themselves and withdrew from the table. The secular socialists were right there to take the reins.

Evolution has unquestionably played a role in public education. As Aldous Huxley, the evolutionist leftist grandson of “Darwin’s Bulldog,” T.H. Huxley, states:

I had motive for not wanting the world to have a meaning; consequently assumed that it had none, and was able without any difficulty to find satisfying reasons for this assumption. The philosopher who finds no meaning in the world . . . is also concerned to prove that there is no valid reason why he personally should not do as he wants to do, or why his friends should not seize political power and govern in the way that they find most advantageous to themselves. . . . For myself, the philosophy of meaninglessness was essentially an instrument of liberation, sexual and political.

During the post–Civil War era, Andrew Jackson’s social-engineering paradigms used against American Indians, Mormons, etc., combined with the visions of Horace Mann, first Secretary of
Education for Massachusetts, into a destructive political force. Ever since then, special-interest groups have ferociously fought to control the mechanisms of state inculcation, with each group attempting to use the hammer of compulsory attendance to impose their worldview. No one has done this better than secular humanists, “Who changed the truth of God into a lie, and worshipped and served the creature more than the Creator, who is blessed for ever. Amen” (Rom. 1:25).

As the Humanist Manifesto I and II point out, the goals of secular humanism, now endearingly referred to as postmodern liberalism, are simple: firstly, remove the foundations of Judeo-Christian morality and beliefs, and secondly, fill this gap with a new enlightened, man-centered religion. But this takeover cannot be too overt; it must be under the guise of religious freedom, tolerance, equity, and scientific fact.9

**The Origin of Education: The Biblical View**

Was there education before Dewey, Mann, Hall, Rousseau, and Plato? Many think Plato, Socrates, and classical education were the start. But any Bible-reading Christian must disagree, for “The fear of the Lord is the beginning of knowledge: but fools despise wisdom and instruction” (Prov. 1:7).

Genesis 1 through 11 give the foundation upon which to build our knowledge of religion, history, geology, biology, anthropology, astronomy, physics, chemistry, and more. Ken Ham points out, “If the history leading up to Jesus Christ, all of the earthly things, is not true, then the spiritual and moral things are not true also.” Ham continues, “Christianity is based in real history, not just interesting stories, and Jesus Christ’s birth, death, and Resurrection happened in history.” It is that history that leads to Jesus Christ. We must look at all things through the lens of the Bible.10

God and Genesis do matter; the family, children, and home also matter. Deuteronomy 6:5–9 clearly tells fathers:

> And thou shalt love the Lord thy God with all thine heart, and with all thy soul, and with all thy might. And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine
house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. And thou shalt write them upon the posts of thy house, and on thy gates.

God purposed that each chapter of Proverbs 1 through 7 include the following:

- My son, hear the instruction of thy father, and forsake not the law of thy mother (1:8).
- My son, if thou wilt receive my words, and hide my commandments with thee (2:1).
- My son, forget not my law; but let thine heart keep my commandments (3:1).
- Hear, ye children, the instruction of a father, and attend to know understanding (4:1).
- My son, attend unto my wisdom, and bow thine ear to my understanding (5:1).
- My son, if thou be surety for thy friend, if thou hast stricken thy hand with a stranger (6:1).
- My son, keep my words, and lay up my commandments with thee (7:1).

The New Testament is just as clear:

- The disciple is not above his master: but every one that is perfect shall be as his master (Luke 6:40).
- Casting down imaginations, and every high thing that exalteth itself against the knowledge of God, and bringing into captivity every thought to the obedience of Christ (2 Cor. 10:5).
- Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth. But shun profane and vain babblings: for they will increase unto more ungodliness (2 Tim. 2:15–16).

In all these Scriptures we see that ultimate truth matters, worldview matters, and education matters.
Wake Up Troy, Destroy That Horse, Repair That Breach: A Call to Those with Children Inside the Walls

With 90 percent of Christians still sending their children into this statist educational system, I need to be brutally direct. According to current research, if you send your child to public school, you WILL most likely lose your child to the secular humanistic worldview. In two reports to the Southern Baptist Convention, T.C. Pinckney found that 70–88 percent of evangelical teens will leave the faith within two years of graduating from high school.11 The fatal combination of secular education and the lack of true biblical discipleship is reflected in separate studies by the Barna Group and Britt Beemer of America’s Research Group. They found that one-third of twentysomethings who were churched as teens have disengaged spiritually. Over “60 percent of the children that grow up in our churches will leave them as they reach the threshold of young adulthood.”12 We are losing more children much younger than previously thought: 83 percent of those surveyed started doubting the Bible in middle school and high school.13

But when the righteous turneth away from his righteousness, and committeth iniquity, and doeth according to all the abominations that the wicked man doeth, shall he live? All his righteousness that he hath done shall not be mentioned: in his trespass that he hath trespassed, and in his sin that he hath sinned, in them shall he die (Ezek. 18:24).

We cannot sit idly by and let secular public education destroy our children. We must “cease . . . to hear the instruction that causeth to err from the words of knowledge” (Prov. 19:27).
The biblical model of education is what is needed — an education centered in the Word of God, and the family where the father is in charge and engaged. This is becoming the clarion call from the likes of E. Ray Moore Jr., Voddie Baucham, Bruce Shortt, Doug Phillips, and Scott Brown. Rushdoony heralded it for years. Even the Southern Baptist Convention has joined the call.

I challenge you to be a “repairer of the breach” (Isa. 58:12). Return to the Bible, “For the nation and kingdom that will not serve thee shall perish; yea, those nations shall be utterly wasted” (Isa. 60:12). Return to Genesis, for “Thou, Lord, in the beginning hast laid the foundation of the earth; and the heavens are the works of thine hands” (Heb. 1:10). Return to Matthew Henry’s “church in the house,” and “Set your hearts unto all the words which I testify among you this day, which ye shall command your children to observe to do, all the words of this law. For it is not a vain thing for you; because it is your life” (Deut. 32:46–47). Return to manliness and end female chauvinism. “Watch ye, stand fast in the faith, quit you like men, be strong” (1 Cor. 16:13), for “I would have you know, that the head of every man is Christ; and the head of the woman is the man; and the head of Christ is God” (1 Cor. 11:3). Return to learning about and learning from accurate history, “For the transgression of a land many are the princes therof; but by a man of understanding and knowledge the state thereof shall be prolonged” (Prov. 28:2). Return to the home: men standing up and leading their families, and women standing beside them in support; “And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord” (Eph. 6:4). And return to true education, repudiating the indoctrination of public education, for “The wicked worketh a deceitful work: but to him that soweth righteousness shall be a sure reward” (Prov. 11:18).

Van Til writes:

You cannot expect to train intelligent, well-informed soldiers of the cross of Christ unless the Christ is held up before them as the Lord of culture as well as the Lord of religion. It is of the nature of the conflict between Christ and Satan to be all-comprehensive.

We must act now!
Endnotes

Taken from “America’s Trojan Horse: Public Education” by Mike Metarko, Faith for All of Life magazine (July/August 2010), used by permission from the Chalcedon Foundation, www.chalcedon.edu.

All scripture quotes in this chapter, unless otherwise noted, are taken from the Authorized (King James) Version (KJV).

3. This information may be found at the National Center for Education Statistics, www.nces.ed.gov/programs/crimeindicators/crimeindicators2009/index.asp.
7. This quote from Vladimir Lenin, Bolshevik ruler of Russia 1917–1924, can be found at: www.itwillpass.com/quotes_stupid_quotes.shtml.
10. Ken Ham, podcast entitled “Genesis: Reclaiming Culture,” Answers in Genesis Ministries; similar information can be found at www.answeringgenesis.org/PublicStore/product/Genesis-The-Key-to-Reclaiming-the-Culture,4741,190.aspx.
13. Ibid., p. 172.
14. E. Ray Moore and Exodus Mandate can be contacted at www.exodusmandate.org.
15. Voddie Baucham can be found at www.voddiebaugham.org/vbm/home.html.