**Wokeism and the Fight for the Truth in Education**

I want to begin by mentioning a shocking statistic from our own South African education system. A few weeks ago, it was reported that more than 400 high schools in the country no longer offer mathematics as a subject at all. The reported reasons given for this are a lack of interest from students on the one hand and a lack of qualified teachers on the other hand.[1] Now, this is undoubtedly a shocking statistic, but at first glance, you will probably ask me what this has to do with wokeness and the struggle for truth. Well, I mention this example of mathematics specifically to make a particular point, namely that even in this exact science, there cannot ever be absolute neutrality. Even mathematics cannot escape the woke agenda. Recently, the Department of Education in the state of California in the USA convened a task force with the aim of determining whether mathematics is inherently racist. The task force consequently recommended that social justice and critical race theory should form an integral part of the mathematics curriculum in schools in California.[2]

Even something like mathematics, a field grounded in the divine logic according to which God in His sovereignty created and ordered the universe, does not escape the assault of Wokeism. It is important here to emphasize what the nature of education as such truly is. Knowledge transfer is not a neutral activity but one that is always grounded in a particular worldview.

The American Calvinist theologian RC Sproul describes it as follows:

“There is no such thing as an objective approach to education. There is no such thing as a neutral life and worldview. If your education is in a coherent understanding of the reality of God —and the significance of that for all spheres of creation, and all spheres of knowledge, and all spheres of human enterprise—that is undoubtedly going to give you one picture, one set of values, one basic way of approaching life, than if you would try to examine that created sphere without reference to the significance of God to that sphere. Do you see that? There can’t be neutrality.”[3]

It is extremely important to keep this truth constantly in mind when we talk about education and schooling. And when we talk about how the Woke worldview takes hold in education, then we must first look at how Woke views man, or the child, as such. Now, the Marxist roots of Wokeness are well documented, and therefore people, in my opinion rightly, also speak of wokeness as a type of variant of Marxism alongside Leninism, the Frankfurt School, and Maoism. The woke view of humanity is thus preeminently grounded in Marxist anthropology, according to which the human is a product of nature, an evolutionary accident, rather than something or someone created by God with a specific purpose, in a specific place, with a specific background. Where the human in the Christian view is a God-given reality, the Marxist ideal is precisely to free the human from all God-given realities and structures. The human must become free from all these so-called “bindings” that, according to the Marxist view, have been imposed on him by society and religion in particular. As such, it becomes the task of the teacher in the classroom to transform the student according to the image of the ideal human as humanism proposes it. The Calvinist philosopher RJ Rushdoony describes this idea, also known as *Tabula Rasa*, as follows:
 “The concept of the mind as a clean tablet [has] dominated all thinking in the French Revolution and extended itself to the point of beginning again in the reckoning of time. It was basic to the thinking of the anarchists, Marxists such as Lenin and others ... It has provided the ideal for scientific thinking. The true scientist ostensibly wipes his mind free of all preconceptions and approaches his subject with a clean-tablet mind ... This scientific attitude is one of the great myths of modern times.”[4]

Accordingly, the central premise of Wokeness when it comes to education is the idea that he subject himself infuses reality with sense and meaning. Rather than reality being regarded as God-given, it is the educator, the teacher, the student, or the two together, who give meaning and sense to the curriculum content. And this premise has extremely destructive consequences. It manifests, for example, in the latest guidelines established by the Department of Education for foundation phase teachers. In these, teachers are encouraged to challenge traditional “gender and sex stereotypes” and to make children comfortable with the idea of transgenderism from Grade 0 – age 6 - onward. You see, our biological composition is a God-given reality. The fact that we are made male or female is something we could not determine ourselves. It is a God-given reality. But because at the heart of the Marxist educational agenda lies the ideal to recreate or remodel humanity, and the goal is to strip man of all identity except that which he finds in the centralized state, therefore every God-given social order unit has to be broken down. Therefore, the God-given reality, purpose, and nature of creation are denied in such a way that what is presented as “true” in the woke curriculum is, in fact, false.

We there see wokeness already significantly manifested in government schools, but the assault becomes even fiercer when it comes to higher education. At our universities, the Woke narrative, according to which people are artificially divided into groups as either “oppressor” or “oppressed,” is strongly propagated. If we just think about what recently happened to Shaun Christie at the Northwest University, a former Christian university, when he dared to stand up against the LGBTQI propaganda to which all students were subjected. In essence, this comes down to him challenging the new religious orthodoxy of the university. He stood up against the doctrine of Woke and, as such, had to be branded a heretic and publicly humiliated. This action by the university against Christie is nothing less than the manifestation of a Woke inquisition.

The propaganda that Christie and his fellow students had to endure did come to public light because he was brave enough to speak out against it, but how much are our young people not constantly bombarded with this type of propaganda at universities? In a Woke world, no one is allowed to hold on to their God-given identity anymore, and Wokeness therefore particularly targets the God-given covenant structures ordained by the Lord as the context within which we are to build His kingdom on earth. Wokeness is aimed at asserting human sovereignty in every sphere of life. It is no longer God who makes us male or female, a Boer-Afrikaner or a Hungarian, a Van der Merwe or a Le Roux. No, every aspect of our humanity and being must now be subjected to the human will.

In the classroom, this now manifests not only in the biology class, where for decades in government schools it has been taught that God is not the Creator of heaven and earth, but that our reality is actually the product of a blind process of evolution over thousands of millennia. Wokeness goes even further than the liberalism of the twentieth century and builds on postmodernism as it seeks to subject every aspect of this reality—which, after all, is not regarded as the product of divine will—to man’s own will, urges, and whims. Sovereignty is now even attributed to toddlers who perhaps playfully fantasize that they are of another sex. Even the toddler must now choose who and what he wants to be. Man must even choose and determine whether he wants to be a man at all.

Ironically, this shift of sovereignty from God to man has devastating consequences for our civilization: depression, suicide, and alienation are in so many cases the outcome of humanity’s attempt to subject all reality to its own authority. One of the most well-known examples of this is the example of Elon Musk and his son Xavier. Xavier was born in 2004, but at the age of 16 in 2020, he began taking puberty blockers. His father was reportedly told that if he did not give permission for this, his son might consider suicide. In 2022, when Xavier turned 18, he legally changed his gender and name to Vivian. He also legally severed all ties with his father, and the two still has no contact with each other to this day. Last year, in an interview with Jordan Peterson, Musk came out and said that his child is as good as dead to him. Interestingly, one of the reasons why Elon Musk so eagerly supports Donald Trump is precisely his dedication to the fight against what he himself describes as the “Woke Mind Virus.”
When wokeness is applied in education, it particularly preys on the naïveté of children and the worldview that is still developing in them. It aims to turn children, who are often not yet capable of providing well-thought-out polemical responses to emotional propaganda, into champions of Woke who reject everything their ancestors believed in.

And although there is particularly in America today there is a lot of resistance against the idea of wokeness, the fact of the matter is that in all Western countries today, this ideology has a tight grip on government schools, and the curriculum taught in government schools is permeated with this ideology. It has become time to fight wokeness, along with the mother that gave birth to both Marxism and wokeness, Liberalism, tooth and nail. It has become time to stand up against the indoctrination and brainwashing of our children by means of an evil ideology that essentially amounts to a blatant rejection of the lordship of Jesus Christ. The nineteenth-century American Presbyterian theologian RL Dabney once said:

 “The education of children for God is the most important business done on earth. It is the one business for which the earth exists. To it all politics, all war, all literature, all money-making, ought to be subordinated; and every parent especially ought to feel, every hour of the day, that, next to making his own calling and election sure, this is the end for which he is kept alive by God —this is his task on earth.”[5]

We as parents can hardly overestimate our calling and responsibility before God for our children. The education of children is not just another little thing we should do alongside other important things in life. Child education is central to our life within God’s covenant. To educate the next generation in the ways of the Lord is of cardinal importance in the expansion of His Church in the Kingdom. It is the primary way in which God has always built His kingdom. Woke mimics this catechetical model of the Christian religion and then seeks to impart its diabolical worldview to children, thereby establishing the anti-Christian kingdom of Liberal Wokeness on earth.

May we as Christian parents (and teachers) always keep in mind that we are dealing here with a struggle between two worldviews, between two competing kingdoms that both lay claim to the souls of our posterity. If we, together with Joshua, want to confess, also in our 21st-century context, that we and our houses, that is, our children, will serve the Lord (Josh. 24:15), then it is of crucial importance to keep in mind the fierceness of this assault and the nature of the Woke agenda. And this has practical implications for the education of our children. It means that we can no longer keep our children in government schools, because no matter how Christian your governing body or teaching staff may be, the curriculum itself is determined by an anti-Christian authority. If your children are still in a government school and you don’t know which way to turn, investigate the BCVO [Christian Nationalist schools], find out where your nearest CVO school or ICO school is. Consider homeschooling. There are so many resources out there nowadays that not only make homeschooling possible but make its possibilities endless. But make a plan for the education of your children. They must dedicate their lives to the Lord, and to be equipped for that, they will need to adopt a Christian, Scripture-based worldview from a young age.

For us as Afrikaners, it is of essential importance to realize the importance of worldview in education and to fight against Wokeism from the Scriptures. So often we hear our compatriots say that Afrikaans public schools are still good. Just last week, I saw on social media again where a minister in the Afrikaans Protestant Church shared a post from a large Afrikaans public boys’ school in Pretoria where the pupils, in celebration of Afrikaans, sang 100 folk songs in their school hall. He then proceeded to claim that this school is such a good option for our children. However, it is important to realize that it does not help if our children learn their Cultural Marxism in Afrikaans. We are not going to promote the kingdom of Jesus Christ if we repackage Humanism in Afrikaans. Our children are exposed to a devilish curriculum in public schools, and the only solution is to take our children out of there so that they can live lives that glorify the Lord.

In conclusion, I want to encourage all fellow believers with words of victory from Scripture. We know that together with Christ, we are more than conquerors and that nothing can ever separate us from His love. We know that He also sustains His church and that we will successfully fend off every assault of the evil one, however fierce. In 1 John 5:4 we read: “For whatever is born of God overcomes the world. And this is the victory that overcomes the world—our faith.” May we, then, in the midst of the assaults of wokeness upon us and our children, in trust in God, tackle the fight against this horrific error when it comes to the sphere of education. May we educate the next generation so that they not only inherit eternal life but also become lifelong servants in the Kingdom of God.

[1] <https://maroelamedia.co.za/nuus/sa-nuus/meer-as-400-skole-bied-nie-meer-wiskunde-aan/>[2] <https://www.washingtontimes.com/news/2021/jun/6/is-mathematics-racist-california-could-blaze-pathw/>[3] <https://learn.ligonier.org/podcasts/ultimately-with-rc-sproul/no-such-thing-as-a-neutral-education>[4] Rushdoony, Intellectual Schizophrenia, p. 9.
[5] Dabney, Discussions: Evangelical and Theological, Volume 1, p. 691.