

# SHOULD CHRISTIAN SCHOOLS BE CULTURALLY SENSITIVE?

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## **INTRODUCTION.**

To be able to discuss this, it is necessary to have some definition of terms, both Biblical and Dictionary, rather than using words as they are used today in our so-called politically correct society. We will look at other definitions as we progress.

From Websters Universal Dictionary. [As the words apply to this subject].

**CULTURAL** *“Pertaining to culture” where the word is derived from the Latin cultus or “cult” meaning “culture, care, worship” or “a system of religious belief and observance”.*

From Collins English Dictionary.

**CULTURAL.** *“Of or relating to artistic or social pursuits, or events considered to be valuable or enlightened”, or “Of or relating to a culture or a civilisation”.*

**CULTURE.** *“The total of the inherited ideas, beliefs, ideas, values and knowledge, which constitutes the shared basis of social action”, or,  
“The total range of activities and ideas of a group of people with shared traditions, which are transmitted and reinforced by members of the group”.*

From this we can see that allowing or tolerating another culture is not the process of “taking the best from them”, because the other culture is a full hand of beliefs, values, ideas and knowledge PLUS the reinforcement of that suite by members of the group. **In other words, cultures inside other races do not die.** They rather form ghettos [in the worst case] and survive. An example is the Kurds.

From the Oxford Dictionary.

**CULTURAL.** *“Relating to civilisation, especially that of a particular country, at a particular period. This is used in relation to cultivation, worship, agriculture, biology, in figurative ways”, and  
“The training, development and refinement of mind, tastes and manners; the condition of being thus trained and refined; the intellectual side of civilisation”.*

Before we go further, this definition shows that culture is a function of training and development.

**Therefore to tolerate another culture is to tolerate its efforts to perpetuate itself.**

**CIVILISATION.** *“A Human society that has highly developed material and spiritual resources and a complex cultural, political and legal organisation; an advanced state of social development”.  
“The peoples or nations collectively who have achieved such a state”.  
The total culture and way of life of a particular people, nation, region or period”.*

Since “legal” is mentioned, it becomes necessary to look at ‘law’.

From the Oxford Dictionary.

**LAW.** *“The action or process of civilising or of being civilised”.  
“Civilized condition or state; a developed or advanced state of human society”.*

**From these we see that to tolerate one culture within another is to change the civilisation of that region to a new blend of highly developed material and spiritual resources. The question is, therefore, should Christian schools be sensitive to the presence of forces that will ultimately bury or bastardise the very Christian principles they seek to teach and uphold. This can be seen historically in the Romans having been so culturally sensitive to the “Christian” Emperor that it became accepted that one could be both a good Roman AND a good Christian at the same time!**

## **“SENSITIVE”.**

*“Keenly sensible of bodily sensations”.*

*“Acutely perceptive of stimuli communicated through the senses.”*

*“Reacting readily to external conditions”*

From these two words we can see that the issue and what we are talking about is essentially our reaction to religious beliefs and observances. We have to note clearly that any ethnic observance therefore has somewhere in it a religious or occult origin. When someone from what was once termed a “heathen culture” wants to join up with a contrasting “Christian culture”, according to Biblical teaching the two cannot be combined or merged. There can never be any accommodation of the occult into the “truth of the Gospel”. This is the matter Elijah illustrated upon Mt. Carmel.

1 Kings 18:21 *And Elijah came unto all the people, and said, How long halt ye between two opinions? if the LORD be God, follow him: but if Baal, then follow him. And the people answered him not a word.*

If a Christian school decides to answer “not a word”, likewise in trying to be culturally sensitive, then it will never be able to demonstrate the power of God, even as the prophets of Baal were unable to, even though both were professing to be within the confines of Israel. It was the foreign “culture” mixture which denied the prophets of Baal the power of God. In allowing and yielding to Baal they were giving legal authority for the occult powers to operate within them. Elijah was free of this and the fire of God fell when “Elijah the prophet came near, and said, LORD God of Abraham, Isaac, and of Israel, let it be known this day that thou art God in Israel”. This ‘Israel’ limitation is consistent through Scripture, e.g. “*He sheweth his word unto Jacob, his statutes and his judgments unto Israel. He hath not dealt so with any nation: and as for his judgments, they have not known them*”-(Psalm 147:19). Ba’al religion does not express this limitation and accommodates all races.

### **DOES ‘LOVE’ INVOLVE CULTURAL TOLERANCE?**

The sloppy and wrong idea that ‘love’ outside of the Biblical definitions of “love” can allow non-Christian cultural accommodation, is invalid sentimentality.

2 John 6 *And this is love, that we walk after his commandments. This is the commandment, That, as ye have heard from the beginning, ye should walk in it.*

John 14:21 *He that hath my commandments, and keepeth them, he it is that loveth me: and he that loveth me shall be loved of my Father, and I will love him, and will manifest myself to him.*

Again, the keeping of “my commandments” is necessary before there can be the manifestation of the power of God. **Any observance outside of the Word of God has an ethnic-religious or occult origin somewhere in it** in a way that has nothing to do with “keeping My commandments”. It seems that few Christians have practical understanding of the nature of the occult and how it operates through observances, customs, symbols and objects which are symbolised by “Baal”.

It may seem to some that it would be a trivial thing to deny a cultural observance such as the tradition some races have of not cutting hair until puberty in a young male. Sometimes this is commercial in that the hair has sale value, but usually it is religious. The tying back of the hair by a ribbon does not eliminate the pagan and therefore occult origin of the custom. It becomes a matter of “Allow the custom and you will allow the occult to operate”. Another aspect from this example is, “Doth not even nature itself teach you, that, if a man have long hair, it is a shame unto him”-[1 Cor.11:14].

### **If a Christian school allows and supports disobedience to Scripture on the grounds of cultural sensitivity, it is denying and compromising the Word of God. Sentimentality then has taken the place of obedience.**

Children at school pick up racial differences very quickly. For instance, if a child were to ask, “Why does that Tongan boy have long hair? ”, any answer has to be one hundred percent honest. If the answer is, “Because he is Tongan”, then immediately that child is being taught that all races are not the same. This may appear to contradict what that child has been taught in Sunday School about, “*Red and Yellow, Black and White, all are precious in His sight*”, and thus place conflict in the child’s mind. If the child extends the question and then asks, “Why do Tongan boys have to have long hair?”, a truthful answer has to be given. That answer can only be on the basis of race or culture [which is “religion” or “ethnic belief”]. When this answer is given, two opposing teachings are being presented, and this ‘double-speak’ is the same operation that is carried out by the hidden World Government and the Roman Catholic Church. There is no longer a ‘single eye’ and what we have operating within the Christian school environment are two religions –a mixture of Ba’al and discipleship.

Unfortunately, some Christians want to deny the insistent Bible facts of race, whereas some want to insist that there is no such thing as “race” in God’s Book. So here again we have another conflict.

**Without taking one thing is certain and that is, “the fewer the cultures, the fewer the cultural conflicts”. The fewer the conflicts, the more harmony there will be in a Christian school.**

### **AN ILLUSTRATION BY TAKING AN EXTREME EXAMPLE.**

To understand a principle, it often helps to consider an extreme case. Say a girl from New Guinea came to New Zealand to attend a Christian school. If her culture determined that she should walk about wearing only a patch of bark supported by a vine, should she be allowed to attend a Christian School having her breasts and buttocks bare? If not, would stopping her be culturally insensitive? If one can be stopped, why not then cannot all be stopped? This is why a Christian school can allow no measure of cultural sensitivity at all. The matter is one of principle, and Biblical principle at that.

**What would a Christian school do in the case of the homosexual prevalence within some races that may even profess to be Christian, but maintain acceptance of this norm as part of the culture?**

It cannot be denied that the majority culture in all Protestant Christian schools is always Anglo-Saxon-Caucasian, and that belief system this is the norm in terms of culture. It is the Roman Catholic and other anti-Christ “so-called Christian” cultures which deny the authority of Scripture, and which support, accommodate and combine with “heathen” cultures. With them this accommodation occurs in School and State, and the idea is used seductively as leaven against Bible believers. The slightest amount of leaven will leaven the whole lump we are told.

### **ONE LAW FOR YOURSELVES AND THE STRANGER THAT DWELLS IN YOUR MIDST.**

The “one Law” precept is a consistent Biblical principle. **There is absolutely no provision to consider being able to have a Christian school having differing rules and standards for differing cultures.** Some people try to use Joshua and the Gibeonites as a ‘type’ in a show of piety, to talk about mixed cultures walking together, but the Gibeonites still had to obey the Law of Israel’s God very strictly. God’s Law of “One Ordinance” always applies. This is “for ever”. Had Joshua asked God what to do with these people before he made the pact, God would have warned him of the danger, and, in fact, directed Joshua to obey by destroying them as instructed. We have to note that the Gibeonites were not of the Children of Israel -[2 Sam. 21:2]. The foreigners were not of the Israelite ‘strangers’ [ger] mentioned in the next verse; the word for these foreign alien “strangers” is different.

Numbers 15-17 **One ordinance shall be both for you of the congregation, and also for the stranger that sojourneth with you, an ordinance FOR EVER in your generations: as ye are, so shall the stranger be before the LORD. One law and one manner shall be for you, and for the stranger that sojourneth with you.**

Here national Israel was entering a land occupied by indigenous peoples and to occupy it! This is what the English did when they came to New Zealand. Israel was to have not the slightest part in the beliefs of the indigenous peoples. Neither must we.

Exodus 23:23-25 *For mine Angel shall go before thee, and bring thee in unto the Amorites, and the Hittites, and the Perizzites, and the Canaanites, the Hivites, and the Jebusites: and I will cut them off. Thou shalt not bow down to their gods, nor serve them, nor do after their works: but thou shalt utterly overthrow them, and quite break down their images. And ye shall serve the LORD your God, and he shall bless thy bread, and thy water; and I will take sickness away from the midst of thee.*

Yet, Christian schools keep or make these images!

It is necessary to make some points of clarification here.

- (1) For Israel, the Law presented a total embargo on non-Hebrew racial intermarriage.
- (2) With respect to the Passover, for instance, the members of the mixed multitude travelling with Israel could not assemble with Israel at the tabernacle.
- (3) Many of the people of the lands Israel passed through looked like Israelites because they were of Hebrew stock, but they did not descend through Isaac and so “In Isaac shalt thy seed be called” cannot apply to them. They were not all of totally different races to Israel, but they are not “In Isaac”, even today.

God required the total extinction of the countries because keeping them alive would make a constant temptation for Israelites to go after the foreign gods; there would have to be dealings with the foreigners if they were left alive.

God required the death of all the males of other nations there. Female virgins who were not Israelites were allowed to live only if they were of Hebrew stock.

**Now where is the cultural sensitivity in all of this? In New Zealand we can hardly call the Maori or the Pacific Islander as being of Hebrew or Israelite stock, or "In Isaac", that is certain.**

NOTE: Today we hear people being described as being "Caucasian" without realising that this refers to from whence they originated. Caucasia [Assyria] is the area where the House of Israel were taken into captivity, as recorded in the Old Testament. History records the later movement of these tribes initially Westward towards the British Isles. From thence we find today many of these same people scattered around the globe. Essentially, they are still "Israel" as the people the Bible separates from all other peoples for all time. The people mixed with them do not become Israelite by association.

There is no suggesting of cultural sensitivity, in the last verse quoted above, rather it is required that the other races be "overthrown". We can see that the rewards are great if we obey this, but what is "bowing down" all about? It means:

*"Worship" or "to bow down, prostrate oneself before, superior in homage...before foreign gods - to be led to serve them"-[Strong].*

It is every time we allow occult-originating custom [or customary rights] to have place over the Law of the God of Israel.

Even talking about such things as "Maori injustices" is submitting to their religion and their gods. It is giving honour to the dead and hence is part of ancestor worship. In the Bible justice is between living people in the sense of both being presently physically alive, but not alive as extensions of ancestors. That extension comes from Maori gods. The Europeans living today did not commit the injustices of the past.

The verse above determines that we are not to do "after their works". The word "works" here covers the total range of things that the "heathen" do. As pointed out before, submitting to demons gives them legal ground to operate. Having a room within a Christian School full of Maori symbolism that looks like a Maori Marae (or meeting place), demonstrates how little understanding that school has. And it is to the detriment of that school because we are not even to learn the way of the heathen.

Any member of a Christian School Committee in New Zealand who wants understanding, two books are recommended.

1. "Unbroken Curses" by Rebecca Brown M.D. [Whittaker House].
2. "Maori Religion and Mythology" by Eldon Best. [Government Printer 1976].

From the introduction of the latter book we read,

*"In the lower phases of their religious beliefs and practices, in their system of magic and their puerile superstitions, we note the shackles that have bound and cramped the human mind for centuries".*

Both books ably demonstrate the place of the occult as it operates within ethnic cultures. The allowing of the wearing of some cultural dress and objects such as the Tiki (charm) must be banned in the Christian school environment. The legal ground for the occult to function must first be removed. **No Christian school can prosper without submission to the Word of God for His people, no matter how much prayer is made otherwise.**

*Deuteronomy 7:24-26 And he shall deliver their kings into thine hand, and thou shalt destroy their name from under heaven: there shall no man be able to stand before thee, until thou have destroyed them. The graven images of their gods shall ye burn with fire: thou shalt not desire the silver or gold that is on them, nor take it unto thee, lest thou be snared therein: for it is an abomination to the LORD thy God. **Neither shalt thou bring an abomination into thine house**, lest thou be a cursed thing like it: but thou shalt utterly detest it, and thou shalt utterly abhor it; for it is a cursed thing.*

We can see such graven images from pagan culture placed in Christian schools!

2 Corinthians 6:17,18 *Wherefore come out from among them, and be ye separate, saith the Lord, and **touch not the unclean** [*'thing' is an added word*]; and I will receive you, And will be a Father unto you, and ye shall be my sons and daughters, saith the Lord Almighty.*

## **“LEARN NOT THE WAY [OR THE CUSTOMS] OF THE HEATHEN”.**

Jeremiah 10:1 *Hear ye the word which the LORD speaketh unto you, O house of Israel: Thus saith the LORD, **Learn not the way of the heathen**, and be not dismayed at the signs of heaven; for the heathen are dismayed at them.  
For **the customs** of the people are vain: for one cutteth a tree out of the forest, the work of the hands of the workman, with the axe.  
They deck it with silver and with gold; they fasten it with nails and with hammers, that it move not. They are upright as the palm tree, but speak not: they must needs be borne, because they cannot go. Be not afraid of them; for they cannot do evil, neither also is it in them to do good.  
Forasmuch as there is none like unto thee, O LORD; thou art great, and thy name is great in might.*

Why should Christian schools allow such vanity? Here we find words like “the way” and “the customs” that need to be understood.

**THE WAY** [derek] has the meaning covered by: -“way, road, distance, journey, direction, manner, habit and moral character”- [Strongs].

**THE CUSTOMS.** [chuqqah] means: -“statute, ordinance, custom, manners, and something prescribed”.

Here we have a contrast between the ways and statutes of God and those of the “the heathen”. Once again we see the matter of “Thy name is great in might” or that the manifestation of the power of God is there when we are separated from the ways and customs of “the heathen”. **We are told not to learn them so this denies the right to teach about practicing anything pertaining to other cultures in Christian Schools. This means that there should be no cultural sensitivity.**

## **WHAT ARE THE CHILDREN OF GOD’S PEOPLE TO BE TAUGHT?**

Biblically, this is the parents’ responsibility. The idea of having the children of Christians sitting in a school room full of non-Christian cultural icons [as in a room that looks and feels like a Maori Whare or Marae (meeting place) is far removed from the injunction for them not to be taught the ways and customs of “the heathen”.

Deuteronomy 6:4-9. *Hear, O Israel: The LORD our God is one LORD: 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.

Christian schools may know these verses, but do they apply them?

Or as Jesus puts it, “Teaching them to observe all things whatsoever I have commanded you”: There is no inclusion or instruction to teach anything else, not even comparative religion, in a Christian school.

2 Timothy 3:15 *And that **from a child** thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus.*

## **BEING “SPOILED” BY PHILOSOPHY AND TRADITIONS.**

Are our children being spoiled by these?

Colossians 2:8 *Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ.*

Paul found it necessary to warn us, “And this I say, lest any man should beguile you with enticing words”.

What are things that can “spoil” and “beguile” us...and Christian Schools?

When we look at these one by one, we need to see these relate to ethnic cultures. We can then see the traps.

**PHILOSOPHY** [philosophia] which Strong gives as:

*“Love of wisdom used either of zeal for or skill in any art or science, any branch of knowledge. Used once in the NT of the theology, or rather theosophy, of certain Jewish Christian ascetics, which*

*busied itself with refined and speculative enquiries into the nature and classes of angels, into the ritual of the Mosaic law and the regulations of Jewish tradition respecting practical life”.*

The issue at that time was with things Judean as the local culture but the principle applies with all cultures.

**‘VAIN DECEIT’** [*kenos*]

*-Empty, vain, devoid of truth, of places, vessels, etc. which contain nothing, of men, empty handed, without a gift,*

*-metaph... destitute of spiritual wealth, of one who boasts of his faith as a transcendent possession, yet is without the fruits of faith,*

*-metaph. of endeavours, labours, acts, which result in nothing, vain, fruitless, without effect.*

**“TRADITION OF MEN”** [*paradosis*]

*- tradition, ordinance, giving,*

*-a giving over which is done by word of mouth or in writing, i.e. tradition by instruction, narrative, precept, etc.,*

*-objectively, that which is delivered, the substance of a teaching. -of the body of precepts, **esp. ritual**, which in the opinion of the later Jews were orally delivered by Moses and orally transmitted in unbroken succession to subsequent generations, which precepts, both illustrating and expanding the written law, as they did were to be obeyed with equal reverence”.*

**“RUDIMENTS OF THIS WORLD”** [*stoicheion*].

If this ‘world’ [*kosmos*] in question is not made up of things that are “after Christ”, then that particular *kosmos* of another origin.

**“SPOIL”** [*sulagogeō*].

When we look into what can “spoil” us, we can see what this means from Strongs.

*-to carry off booty.*

*-to carry one off as a captive (and slave).*

*-to lead away from the truth and subject to one’s sway.*

**“BEGUILE”** [*paralogizomai*].

*-to reckon wrong, miscount.*

*-to cheat by false reckoning.*

*-to deceive by false reasoning.*

*-to deceive, delude, circumvent.*

If we do not make a move against what spoils our children, they will be carried away as captives. Can we yet see why our children are leaving our churches?

Multi-culturism is false reckoning that ‘spoils’, but it is enticing even to Christians who should know better and who should have been taught better. Understanding this subject is not native to us; it required teaching.

Ezekiel 44:23 *And they shall teach my people the difference between the holy and profane, and cause them to discern between the unclean and the clean.*

The warning that we can be spoiled and beguiled culturally has to be recognised as such because we can be led away from the truth and become subject to the sway of others by false reasoning. If we recognise the application of these principles, we have to come to a firm determination about whether or not we should be “culturally sensitive” in a Christian school. If we do not recognise the principles, the children graduating from that school will be “spoiled” and “carried off captive” because they have been “beguiled” by the things listed above. **What percentage of today’s troubles in the youth of our society are the result of watering down the traditions of our Anglo-Saxon culture by tolerance of other cultures?** It does not take much thought as to what the practical consequences would be of ignoring God’s “one law” principle and making a different set of school rules for each culture. **The result would be confusion, not order.**

**THE ‘WORLD-VIEW’ OF DIFFERENT CULTURES.**

Under, “*The Rudiments of the World*” above, Strong presents two phrases:

1. *“The elements from which all things have come, the material causes of the universe”.*

2. *“The heavenly bodies, either as parts of the heavens or (as others think) because in them the elements of man, life and destiny were supposed to reside”.*

All cultures have their peculiar 'world-view' on these two matters. Tradition is the essence of every culture. We find that when many cultures appear to espouse the Christian faith, their essential world-view does not change. It may appear to change when removed from the native environment, but it surfaces again when placed once again in the native environment. For instance, a Maori "Christian" will go onto a Maori Marae and very quickly re-conform to the occult practices and traditions. They may sing, 'How Great Thou Art' and five minutes later be found to be praying to ancestral spirits, or to the recently departed person. Something cultural has never left them, despite their profession. It is as if we could say, "It's in their genes". **Although we have considered only the Maori race and their culture, the same cultural condition applies to all other cultures. These things give us additional grounds to avoid being "culturally sensitive" in the Christian school environment.**

#### **HOW ATTEMPTS ARE MADE TO JUSTIFY MULTI-CULTURISM.**

Teaching comparative religion is demanded in New Zealand by the Government, and School Principals have been heard endorsing this, saying it will help the children of God's people mix and get along with people of other cultures. Where does one find this in Scripture?

Without realising it, most Christians are attempting to "conform to this world" and to some of the ideals of the Babylonian World Governments.

Romans 12:2 *And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.*

What value could there be in renewing the mind of children with alien culture? This is straight disobedience...or ignorance!

The very fact that the protagonists of world government, the New Age and the Roman Catholic Church are not against the idea of differing laws for differing cultures, of complete racial integration with no national borders, highlights how far the seduction of Christianity has progressed. **It does not take long to determine that this is NOT "the good and acceptable and perfect will of God".**

There are many Scriptures that might appear to suggest the opposite, but the popular presentation is once again the product of seduction. The idea that in Scripture the words "all", "every" and "whosoever" should be universalised to all races, rather than the "all" of the specific context application only, is not truth. The vogue is still to argue with, and "reply against", God. A Christian school can do this, not believing:

Rom 9:18 *Therefore hath he mercy on whom he will have mercy, and whom he will he hardeneth. Thou wilt say then unto me, Why doth he yet find fault? For who hath resisted his will? Nay but, O man, who art thou that repliest against God? Shall the thing formed say to him that formed it, Why hast thou made me thus? Hath not the potter power over the clay, of the same lump to make one vessel unto honour, and another unto dishonour.*

That the Potter makes different "vessels", some made "fitted to destruction" and others "afore prepared unto glory" does not fit in with popular evangelical theology. The great issue over culture is made out to be one of behaviour, rather than of election and calling. It is well then to re-examine the election subject to see the basis of election. The whole question against being "culturally sensitive" will then stand out clearly.

**It will be seen even more clearly how the Word of God would be compromised by allowing any form of cultural sensitivity in the Christian school context.**

#### **CONCLUSION:**

Because the nature of the subject seems to be complex because of tradition, it is necessary to stand back and look at both Scripture as a whole and "get the big picture". Then we can look at modern genetic discoveries about the established connections between race, culture, genetics and behaviour, that there are behavioural genes and identifiable racial genes. In this there is no conflict with Scripture. The conflict is with traditional teachings!

Let us briefly look at some traditional beliefs, and then ask some questions about them.

Matthew 13:11 *He answered and said unto them, Because it is given unto you to know the mysteries of the kingdom of heaven, but to them it is not given.*

**Is it then 'given' to everyone?**



John 8:42-45 *Jesus said unto them, If God were your Father, ye would love me: for I proceeded forth and came from God; neither came I of myself, but he sent me. Why do ye not understand my speech? even because ye cannot hear my word. Ye are of your father the devil,*

**Can all races then “hear”?**

**Are all of God?**

John 8:47 *He that is of God heareth God's words: ye therefore hear them not, because ye are not of God.*

**Again, are all races “of God”?**

**If they could not hear, how could they ever be converted?**

Matthew 1:21 *And she shall bring forth a son, and thou shalt call his name JESUS: for he shall save **his people** from their sins.*

**Where they “His” before the redemptive act?**

**Why say otherwise that people become God's by conversion?!**

Acts 13:32-3 *The promises made to the fathers [of Israel] are fulfilled in us their children.*

**Is there any direct reference to these promises being fulfilled in any others that the (genetic) children of the fathers?**

**So the fulfilment must be only in Israelites.**

Romans 9:11. This is about offspring being elected by God, before having done good or evil

**So is election a matter of belief?**

*“Israel is mine elect”, says God. [Is 42:1, 45:4, 65:9]. The identity of the “elect” are is not changed in the N.T.*

Acts 13:48 *“As many as were ordained to eternal life believed”.*

**So are there others who are not so-ordained” to eternal life?**

John 6:65 *“No man cometh unto Me, except it be given unto him of My Father”.*

**Is this a matter of an individual's own choice?**

**Could it include non-elect races? [Note the tense of the verbs here, also].**

John 8:42-43. *Jesus says that those begotten “from above” from conception can hear, and that those “from below” cannot hear His words. Jesus says, “Let him that hath ears, let him hear”.*

**Do all peoples have “ears to hear”?**

Matt. 7:18 *“A good tree cannot bring forth evil fruit, neither can a corrupt tree bring forth good fruit”.*

**Does a tree reproduce “after its kind” or not?**

**Can a Tare planted as Tare seed change into wheat?**

**Why did Paul address those he spoke to as, “Men of the stock of Israel”?**

Matthew 13: Wheat is sown by God and Tares are sown by the ‘enemy’.

**Can one cannot turn into the other by belief?**

Each were sown one way and according to God's Law each reproduces “after his kind”. They grow together and are separated unchanged at the *harvest time*. *The same applies to sheep and goats.*

John 15:16 *“Ye have not chosen me, but I have chosen you, and ordained you”.*

**Does God choose a people, or do people choose God?**

**On what basis does God make the choice?**

**Is the following verse true?**

Deut. 14:2 *“For thou art an holy people unto the LORD thy God, and the LORD hath chosen thee to be a peculiar people unto himself, above all the nations that are upon the earth”.*

## **A FEW FURTHER SCRIPTURES TO CONSIDER INVOLVING ‘OTHER’ RACES.**

Matthew 6:7 *But when ye pray, use not vain repetitions, as the heathen do: for they think that they shall be heard for their much speaking.*

Exodus 34:12 *Take heed to thyself, lest thou make a covenant with the inhabitants of the land whither thou goest, lest it be for a snare in the midst of thee:*

1 Kings 11:2 *Of the nations concerning which the LORD said unto the children of Israel, Ye shall not go in to them, neither shall they come in unto you: for surely they will turn away your heart after their gods:*

Ezra 6:21 *And the children of Israel, which were come again out of captivity, and all such as had separated themselves unto them from the filthiness of the heathen of the land, to seek the LORD God of Israel, did eat.*

Ezra 9:1-2 *Now when these things were done, the princes came to me, saying, The people of Israel, and the priests, and the Levites, have not separated themselves from the people of the lands, doing according to their abominations, even of the Canaanites, the Hittites, the Perizzites, the Jebusites, the Ammonites, the Moabites, the Egyptians, and the Amorites. For they have taken of their daughters for themselves, and for their sons: so that the holy seed have mingled themselves with the people of those lands: yea, the hand of the princes and rulers hath been chief in this trespass.*

Ezra 9:10,11 *And now, O our God, what shall we say after this? for we have forsaken thy commandments, Which thou hast commanded by thy servants the prophets, saying, The land, unto which ye go to possess it, is an unclean land with the filthiness of the people of the lands, with their abominations, which have filled it from one end to another with their uncleanness.*

Nehemiah 9:2 *And the seed of Israel separated themselves from all strangers, [i.e from the mixed race offspring] and stood and confessed their sins, and the iniquities of their fathers.*

Numbers 1:51 *And when the tabernacle setteth forward, the Levites shall take it down: and when the tabernacle is to be pitched, the Levites shall set it up: and the stranger [i.e. foreigner in this case, (zuwr) that cometh nigh shall be put to death.*

#### **CULTURE AND RACE HAVE GENETIC CONNECTIONS.**

**IT IS VITALLY IMPORTANT TO UNDERSTAND THAT IN BOTH HEBREW AND GREEK, THE WORDS “ALL”, “EVERY”, “WHOSOEVER” ETC. ARE CONFINED TO “ALL” OF EACH CONTEXT ONLY, AND DO NOT MEAN “ALL OF EVERYTHING, EVERYONE” OR “EVERY RACE”.**

**NOT UNDERSTANDING THIS IS ONE OF THE WAYS HOW THE RACIAL NATURE OF GOD’S PEOPLE, AS THE SEED OF ABRAHAM THROUGH ISAAC, HAS BEEN DISGUISED.**