

Are Public Schools an Option for Christian Kids?



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Table of Contents

Introduction	1
What About Public School?	2
Public School History	2
As It Worsens	4
What about School Reform?	5
What's the Harm?	5
Where's the Church?	7
Options	8
Deciding to Homeschool.....	9
Current Problems with Public Schools.....	10
Public School System: Lovers or Haters of God?	16
What is Being Taught?.....	16
The Influence of the NEA	17
A Christian Parent's Responsibility	20
Followers of the World or Followers of Christ?.....	21
In the Beginning	21
Indoctrination	23
Becoming Informed.....	24
A New Beginning	26
Secular Public School System	26
Consequences of "Educational Choice"	27
Hostile to Christianity	29
Good News	30
Fair and Impartial? Homeschooling and Judicial Bias	31
Fear of Alternative Education	32

College Degree Elitism	33
Faulty "Socialization" Assumptions	33
Anti-Religious Bias	35
Conclusion	36
Ten Big Reasons NOT to Send Christians to Public Schools Today	37
Cookie Cutter Approach	38
Anemic Academics	38
Misplaced Authority	38
Family Fragmentation	39
Peer Dependency	39
Bad Company	39
Propagating Promiscuity	40
Bye-Bye Bible	40
Perishing Generation	41
Scripturally Unsound	41
The Case for Christian College	43
Educational Advantages	44
Direct Teacher Contact	45
Extracurricular Advantages	45
Exchange of Ideas	46
Social Development	46
Increase in Independence	46
Spiritual Growth	47
How to Choose a Christian College for Your Family	48
I Was Raised By Wolves	50
What a Difference	50
The Sponge	51

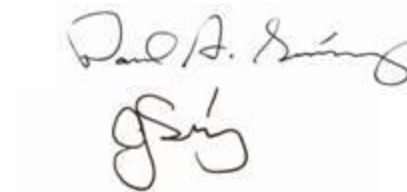
If They're Gone All Day	52
What's Truly Going On.....	53
No Greater Joy	54
Sheltered	55
Parents	56
Action Point	57
Conclusion	58
Additional Resources	60
Books	60
Scripture References	60
About the Authors.....	65

Introduction

From Paul and Gena Suarez

With the new school year on the horizon, many parents are once again looking at options for educating their children. With this in mind, we at *The Old Schoolhouse*[®] Magazine have put together a collection of articles by a few of our trusted authors for your consideration. It is our prayer that this E-Book will help shine the light on your responsibilities to God and your children as you carefully weigh this very important decision. Pray, seek God, listen to the counsel of Godly men and women, and pray some more. The Lord expects us to take His word seriously; will you hear His call? Your family is watching; your children are depending on you. May the God who loves and cares for you give you peace as you seek to obey Him.

In His name,

The image shows two handwritten signatures in black ink. The top signature is "Paul A. Suarez" and the bottom signature is "Gena". Both are written in a cursive, flowing style.

What About Public School?

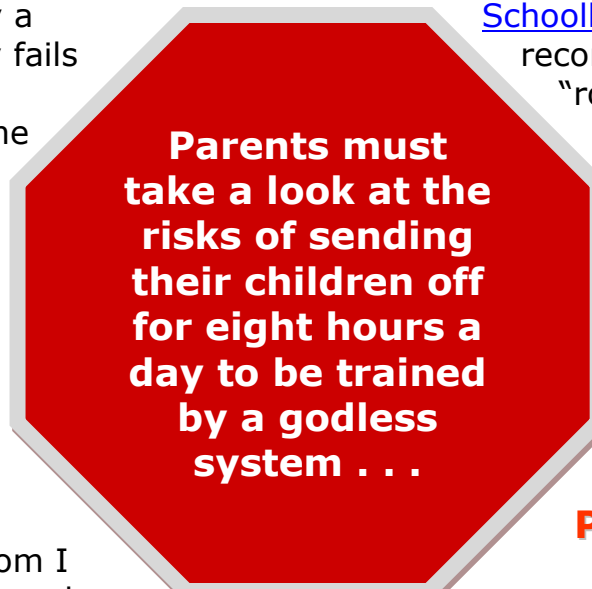
By Gena Suarez

The more we read and listen, the more Paul and I feel convicted that public schools are simply not an option for Christian kids. Parents must take a look at the risks of sending their children off for eight hours a day to be trained by a godless system: one that not only fails to acknowledge or honor the Lord Jesus Christ, but one that hates the Lord Jesus Christ. God is not welcome there; in fact, He is despised.

But what about single parents? How about those who desperately want to homeschool but cannot? Pastors, where are you?

I've spoken with three writers whom I greatly admire because of the research they have conducted and their dedication to sharing the truth about the school system. These authors, Brad Heath, author of [*Millstones and Stumbling Blocks: Understanding Education in Post-Christian America*](#); Dr. Bruce Shortt, author of [*The Harsh Truth About Public Schools*](#); and Joel Turtel, author of [*Public Schools, Public Menace*](#):

[*How Public Schools Lie to Parents and Betray Our Children*](#), expose public education as an unacceptable choice for Christian children today. You can find all three of these books in [The Schoolhouse Store](#), and Paul and I recommend them highly. Below is a "roundtable" discussion that has been pieced together as a result of various conversations I've had with all three authors over the last six months or so. I hope this discussion helps tell a story of what's really going on in today's public schools—and where compulsory education even came from to begin with.



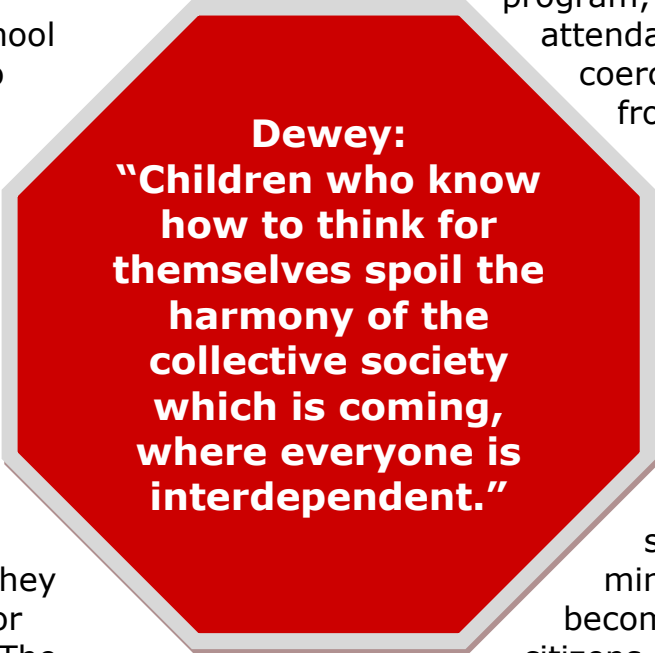
Public School History

GENA: Gentlemen, welcome. Let's start at the beginning. Can you tell our readers a little about the history of the public school system in this country? Where did it come from? Whose idea was it?

BRUCE: America's original educational tradition was predominantly Christian and lasted from the

initial settlement of America until after the end of the War Between the States. Our current government school system got its start in the 1830s, most notably in Massachusetts, and was then known as the “Common School” system. In 1852, Massachusetts became the first state to enact compulsory attendance laws.

The impetus for the Common School program—again, the precursor to today’s government school system—was not a failure of the then-predominant educational institutions. In fact, foreign observers visiting the United States were astonished at the high level of literacy in the United States. Instead, the Common School movement was initially mainly a project of utopian socialists and Unitarians. The socialists, as always, saw a government school system that they would control as an instrument for remaking society in their image. The Unitarians, who were concentrated in the New England area, and especially Boston, wanted to use such a school system to make Unitarianism the de facto established religion of the United States, along with using it as a tool for promoting their notions of social improvement.



Dewey:
“Children who know how to think for themselves spoil the harmony of the collective society which is coming, where everyone is interdependent.”

Nevertheless, both of these groups were marginal players in American society and would not have been able to get the Common School program widely adopted had it not been for the large-scale Irish Catholic immigration to the northeast United States that began in the 1830s. The mainstream was ultimately sold on the Common School program, coupled with compulsory school attendance laws, as a means of coercively “Protestantizing” children from Catholic families. The Catholics, of course, understood this, which is why a system of Catholic schools was ultimately created.

JOEL: John Dewey is considered the founder of public education in the United States. He was a socialist and sought to use the public school system to mold our children’s minds, for generations to come, into becoming obedient little socialist citizens. Dewey was quoted as saying, “You can’t make socialists out of individualists. Children who know how to think for themselves spoil the harmony of the collective society which is coming, where everyone is interdependent.”¹ Since 1852, men like John Dewey and Horace

¹ www.proliberty.com/observer/20010816.htm

Mann have pushed to impose compulsory public school education on every child in this country. They have succeeded beyond their wildest imaginations.

As It Worsens

GENA: So with the ideologies coming from Dewey and Mann and the desire to convert Catholics (for the wrong reasons), we have a recipe for a messed up foundation to begin with. What's even more amazing to me is what you said about other countries at the time marveling about the high literacy rates in the U.S. At one time, the United States provided a model of exceptional education. However, society continues to acclaim the public school system, even while watching it crumble. It's the proverbial "elephant in the room," but big money and control aren't allowing anyone to remove it.

Brad, are public schools worse today than they were in the 1950s?

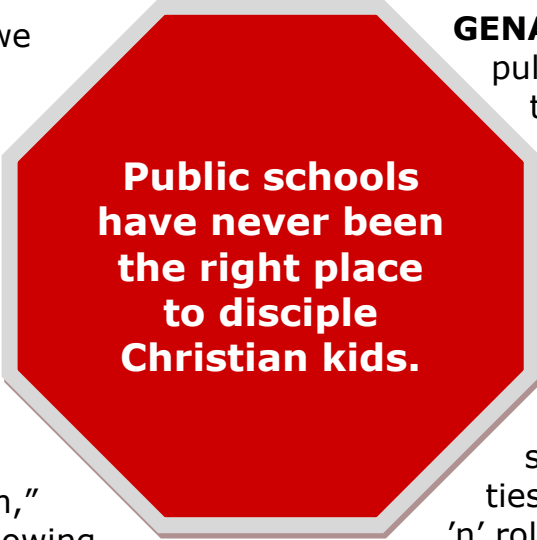
BRAD: That's sort of like asking if oak trees are worse than acorns. In other words, all of the bad fruit we are reaping from public schools today was

present in seed form in the 1950s. The foundational principles and presuppositions of public schooling have always been non-Christian, but it has taken decades for it to germinate and for the roots to spread throughout the cultural soil. Public schooling is like kudzu. It was introduced with good intentions, but it is now choking the life out of everything it touches.

GENA: Should Christian kids have been pulled from the public schools even then?

BRAD: Absolutely. Public schools have never been the right place to disciple Christian kids. When we look back at Elvis or the Beatles, we wonder why parents and pastors in the 1950s and 1960s were so concerned about guys in sport coats with preppy hair and thin ties. But those "seeds" of modern rock 'n' roll (now manifested as KoRn, Slipknot, or Eminem) really did represent a nascent non-Christian worldview. Even in the 1950s, wise parents were rightly concerned about the revolution being fomented by emerging cultural icons that now seem relatively harmless.

Unfortunately, many Christians judge by externals instead of grappling with the underlying principles and worldview issues. So the clean-cut rockers of



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the 1950s look acceptable to Christians compared to their pathetic progeny (KISS, AC/DC, Alice Cooper, etc.). Likewise, the outwardly conservative public schools of the 1950s once looked good to Christians, but the secular kudzu was sprouting even then.

What about School Reform?

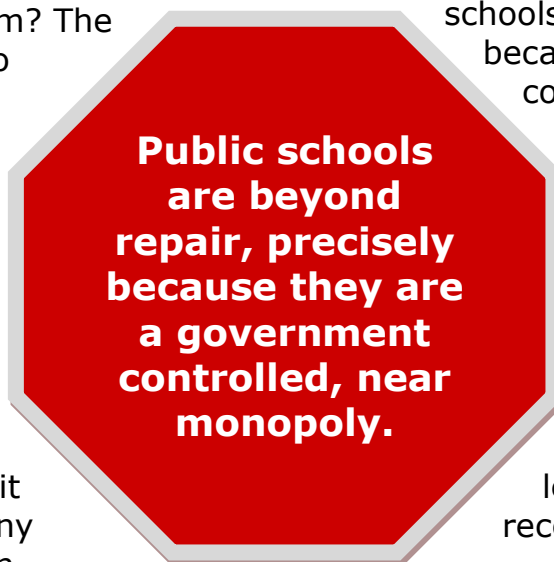
GENA: But what about school reform? The Department of Education is trying to convince us that things are getting better.

BRUCE: As I have often said, the government schools are unreformable. That is, they are unreformable from the standpoint of the objectives and values of the typical parent. You will never understand the school system's behavior if you continue to think of it in terms of having "education," in any normal sense, as its primary mission. Today, that is simply the wrong model for understanding the institution. . . . Everyone should recognize that we have been going through spasms of "school reform" for many decades. The result has been a vastly greater flow of dollars to the government school special

interest groups while the institution continues to decay.

GENA: So, is there any hope for the public school system? Doesn't really sound like it.

JOEL: So long as government controls the education of our children with compulsory public schools, there is no hope whatsoever. Public schools are beyond repair, precisely because they are a government controlled, near monopoly.



What's the Harm?

GENA: Why all the buzz lately about public schools and Christian children? A number of leaders are urging parents to keep their children home where they belong. Was it a series of events or certain leaders or both that sparked this recent furor?

BRAD: One reason for the buzz is reactionary. I think that high-profile crime (shootings, rapes, assaults, and drugs) and controversial curricula (diversity, tolerance, and openness, i.e., moral relativism) rightfully scare many parents and leaders. The more promising reason for the buzz is that parents and leaders are starting to

understand that public schooling is not neutral; indeed, they are beginning to see that public schooling is a frontal assault on Christian faith and culture.

As I stated in *Millstones and Stumbling Blocks*, “some parents are worried about the public school environment, but concern over the somewhat unlikely chance of our children being physically assaulted should pale in comparison to the absolute certainty of assault on their Christian faith and beliefs. It is not the improbable violence to their body but the assured violence to their mind and spirit that constitutes the clear and present danger of public schooling. Few Christian parents have lost their children to public school violence, but multitudes have lost their kids spiritually, intellectually, and philosophically by ignoring the real threats these schools pose.”

GENA: What’s wrong with public school for a Christian kid? I get letters from parents asking me this. They say, “Can’t they be salt and light?” To me, that’s a crazy question. My answer is that it’s not their time yet. Right now is a time for discipleship. Right now a child is to be trained up

in the fear and admonition of the Lord (preferably by the parent!). Right now is a time for family ministry—serve together, not separately. If parents want their child to be salt and light, then model that. *You* be salt and light with your child; don’t send your children out into the world in your stead. Is it a sin, Bruce, for Christians to send their kids to public school, or is it merely unwise?



BRUCE: While there is a great deal that could be said about Biblical standards for education, let’s stick to the basics. First, Christ tells us that we can’t claim to be neutral with respect to Him: we are either for Him or against Him (see [Matthew 12:30](#)). Education is no exception. In fact, in [Ephesians 6:4](#) we are instructed to raise up our children in the training and instruction of the Lord. Are a few hours a week sufficient? The answer is quite clearly no.

When we give our children over to a K-12 educational system that is constitutionally prohibited from being for Christ, we have made an anti-Christian institution our child’s teacher. That is missing the mark—in other words, that is sin. But it is not merely a personal sin; it is also a sin that is likely to cause children to sin as well. All of us who are parents would do well to

contemplate both [Psalm 127:3](#) and [Matthew 18:6](#) from time to time.

Where's the Church?

GENA: Where is the church in all of this, or where should it be? Paul is very concerned about pastors today, which is why he's out speaking so much lately on the subject. He hopes to convince pastors and elders that (A) they should be supporting homeschool parents rather than (in many cases) giving them a hard time about not putting their kids in public school, and (B), they should open their eyes to what's actually going on in schools and preach against them. Paul feels strongly that too many pastors are dropping the ball in this regard. He says that the church should stop being so dead set on "changing the culture" and instead focus on what Christ said: to fulfill the Great Commission. Looking around at today's churches and today's youth groups, we see much of the opposite—the culture is affecting the church rather than the other way around.

BRUCE: The church is "missing in action," and most pastors are deserters in this most critical

battle of the culture war. Today, churches ought to be working out plans to provide Christian education alternatives for all children. Those plans could include supporting homeschooling, starting traditional Christian schools, supporting the expansion of existing Christian schools, setting up Christian distance learning centers, and so on.

GENA: How do we respond to those who say, "If we pull out all the Christians, are we not abandoning 'the system' and all of those left behind?"

BRUCE: I want to make it clear that I don't advocate "pulling all the Christians out." We need to rescue our children and send in those adults who are truly called to a ministry in the dark and decaying government school system. Those adults who are truly called will witness, regardless of Pharaoh's rules, and not merely collect a paycheck.

To those who worry about "abandoning" the system, I would suggest that they have confused means with ends. Any system of education is simply a means, not an end. In the case of the government school system, it was never an appropriate means for educating Christian children, and frankly, when I speak to non-



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Christians, I tell them also that their children are being immeasurably harmed and that they should spare no effort in getting their children out.

Options

GENA: Why do parents assume it's the only option? How come the majority of kids (Christian or otherwise) are enrolled in public schools?


BRUCE: The reasons range from familiarity, habit, and lack of information to greed, indifference, and laziness, typically in some combination.

GENA: Bruce, what if a family can't afford to homeschool or private school? What if public school education is the only option? My heart grieves when I hear of single mothers, especially, whose heart's cry is to keep their children home where they belong—but they have no support.

BRUCE: Apart from working out our own salvation, we, as Christian parents, have no more important task on this earth than raising our children as the Bible commands us. If we are

giving our children over to an anti-Christian institution for their education, we are failing to be faithful and we are harming our children spiritually, morally, and intellectually—perhaps even physically. Thus, the question for us cannot be "Can we afford a Christian education?"

Instead, it must be "How are we going to do it?"



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GENA: And again, that's where the church must respond. This is where we as Christians have to obey God's Word. I know of so many single moms who have been abandoned by their husbands. They feel robbed, but even more so, frightened. They are terrified that they will lose their children to the world, but they are not seeing any option other than public schooling. As far as I'm concerned, these children are orphans in a sense, and their mothers are widows.

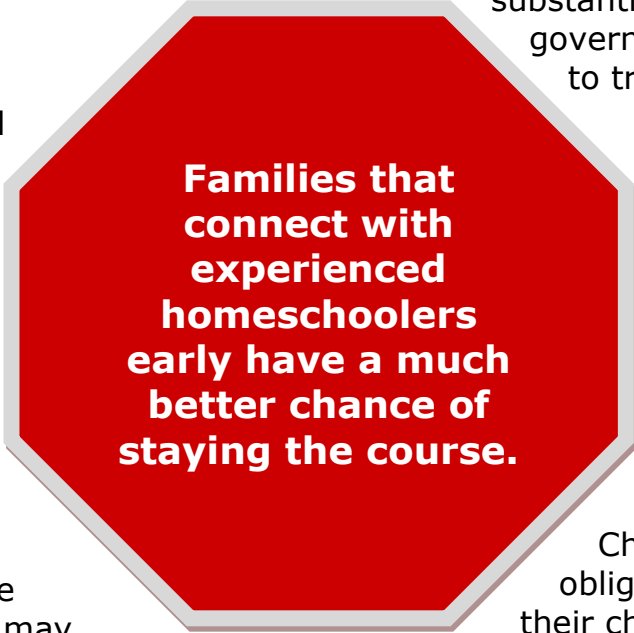
Where is the church? Joel, what does this country have to gain by imposing compulsory education in the first place? Wasn't America built on personal freedom? At the outset, education was a free market system. It worked just fine for men like Abe Lincoln, George Washington, and James Madison. What gives?

JOEL: If by “country” you mean parents, then parents have nothing to gain and everything to lose by having compulsory education imposed on them. Powerful special interest groups, not parents, instigated the creation of public schools and compulsory education in this country for their own purposes and benefit.

Deciding to Homeschool

GENA: If a parent decided to pull his or her child out of school, what next? What’s a realistic game plan if he or she chooses homeschooling?

BRUCE: I would urge those parents to contact a local Christian homeschooling group, attend a homeschool convention, visit the [HSLDA website](#), and, most importantly, have a serious discussion with the experienced homeschoolers they may know. What new homeschoolers must understand is that they need to be socialized into the culture of homeschooling. Families that connect with experienced homeschoolers early have a much better chance of staying the course.



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GENA: Brad, what is your personal mission where this is concerned?

BRAD: I see my mission as both local and global, micro and macro. We are reaching one family, one pastor, one church at a time, yet the cumulative effect of Christians choosing substantive Christian education (instead of government schooling) has the potential to transform our culture.

This is how I say it in *Millstones and Stumbling Blocks*: “Enculturation is central to education. Our children are shaped—heart, soul, and mind—by their schooling experience. As Ken Myers wisely observed, ‘Schools and the structure of schooling orient the affections of our children.’² Therefore,

Christian parents are morally obligated to orient the affections of their children toward beauty, truth, and goodness, which require biblically consistent content embodied in the context of an affirming faith community. This godly orientation is what Christian day schools and home education provide—enculturation via Christian content and context. Public schools also provide enculturation

² *Mars Hill Audio Journal*, Volume 68 (May/June 2004)

(via secular content and worldly context), but the resulting orientation and affections are completely different. Consequently, the schools we choose will inevitably shape our children and eventually shape our world.”

GENA: Can you please tell us a little about your book and what you hope to accomplish?

BRAD: Let me start with what my book is not. It is not a catalog of all that is wrong with public schooling. These types of books are very necessary, and I highly recommend both Bruce Shortt’s *The Harsh Truth About Public Schools* and Joel Turtel’s *Public Schools, Public Menace*. Their books do an outstanding job of explaining the moral and academic failures of public schooling.

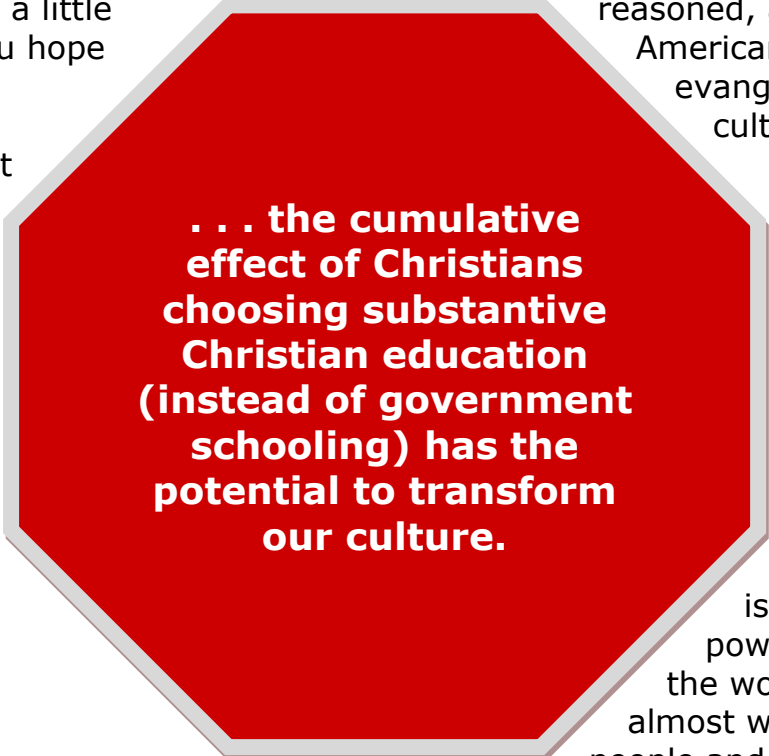
Millstones and Stumbling Blocks uniquely fills a different need. It addresses the philosophical nature of education in general and of public schooling in particular. It exposes the secular bias of public schools and explodes their carefully crafted myth of neutrality. It also assesses the

state of the modern evangelical church and explains why so many Christians uncritically embrace public schooling. Finally, it offers guidance and solutions to parents wanting to find the path out of public schools. Best of all, in only 144 pages, it presents a logical, striking, brief, reasoned, and memorable analysis of American public schooling, evangelicalism, and popular culture.

Current Problems with Public Schools

GENA: Can you give a few examples of “problems” within the public school system today? Are things really getting worse? The central problem with the government school system is that it is the single most powerful channel for influencing the worldviews of children, and it is almost wholly under the control of people and organizations with an anti-Christian worldview.

BRAD: External dangers grab the headlines and may be seen on the evening news. I’d like to tell you what is happening in public schools that you



... the cumulative effect of Christians choosing substantive Christian education (instead of government schooling) has the potential to transform our culture.

won't see on the news. In other words, I want readers to understand what kind of life public schools are transferring to Christian children, for education is first and foremost the transfer of a way of life.

Here's what public schools do daily. All public schools teach the irrelevance of God as a fundamental doctrine. Every day for twelve years the content and context of public schooling says there is no God, and even if there is, He does not matter. Ultimately, children learn these lessons from their public school teachers: Faith is private, subjective, and compartmentalized. Truth is relative, situational, and individualized. The greatest virtues are openness, tolerance, and diversity, and the worst wrong is to think you are ever right. Put differently, public schools are actively and aggressively non-Christian. They are training Christian children to be secularist—unbelieving believers. This unrelenting, soul-stunting enculturation



process is far worse than any external dangers children face.

GENA: Joel, what about the “dumbing down” of schools everyone keeps talking about? I love John Taylor Gatto, who uses this term frequently in his books and when he talks to groups. Can you elaborate?

JOEL: One of the reasons why public school curricula have been dumbed down is because in many elementary schools today, even in “good” neighborhoods, the schools teach kids to read with a mostly whole-language reading instruction method (now called “balanced literacy instruction” or “language arts”). Balanced literacy instruction is mostly whole language with a little bit of phonics thrown in to assuage parents who complain that their kids are not learning to read in these schools. Whole-language instruction can literally cripple a child’s ability to read.

Because children taught to read with this method become poor readers, schools must dumb down the textbooks and tests to compensate for children's poor reading skills. Many schools also engage in grade inflation, or give kids higher marks than their work deserves—especially today, because the No Child Left Behind Act puts pressure on schools to show good grades for their students. So if the curriculum and tests are dumbed down and there is grade inflation, so-called good grades mean nothing. Such grades do not reflect a child's true reading and math abilities, even though the grades are up to "standards."

GENA: What happened to phonics? Literacy rates were so high in early America (much higher than today!). Why aren't the schools (at least) modeling early reading methods, since historically they've proven superior?

JOEL: I believe that the reason phonics is barely taught in public schools today is that whole language instruction is a lot easier for ill-trained teachers than phonics instruction. Intensive

phonics requires teachers to learn a complex reading instruction method in a step-by-step fashion. Whole language instruction merely asks the child to "guess" what a word is, rather than having the teacher explain to a child how to use the sometimes complex phonics rules to "sound out" the letters or letter combinations of each word.

Because children taught to read with this (balanced literacy instruction) method become poor readers, schools must dumb down the textbooks and tests to compensate for children's poor reading skills.

GENA: Can you speak a little about the new math? What else is going on in public schools? Your book, Joel, has been a godsend to me; it's been a real eye-opener as to what's really being taught in today's public schools. I've used a lot of the information you provide while I speak to homeschool groups around the country, and I can't recommend it highly enough to parents who are interested in stealing a peek into today's government institutionalization of children. It's a shocking peek, but one that really must be taken, as somber as it may be.

JOEL: New math, which is sometimes called "fuzzy" math or "constructivist" math (the names

keep changing), is the math equivalent of whole-language reading instruction. School authorities also encourage teachers to turn math into a debating society, another way to get children to socialize and get along with the group. School authorities encourage teachers to let the children debate solutions to simple math problems among themselves. Instead of giving children simple and easy-to-understand rules for adding, say $3 + 3$, teachers tell students to work the problem out on their own by agreeing or disagreeing with each other until they come to an agreement on the "correct" answer.

"In one class," the authors of an *Arithmetic Teacher* article enthused, "children approached the problem of 75 divided by 5 by adding $5 + 5 + 5 + 5 + 5 + 5$ until the total comes close to 75. The teachers seemed especially impressed by the creativity of the students who counted this out on their fingers."

GENA: So it's now a gray area? No right or wrong answer? But it's MATH. You have to be accurate there. Math can never be subjective. Tell that to

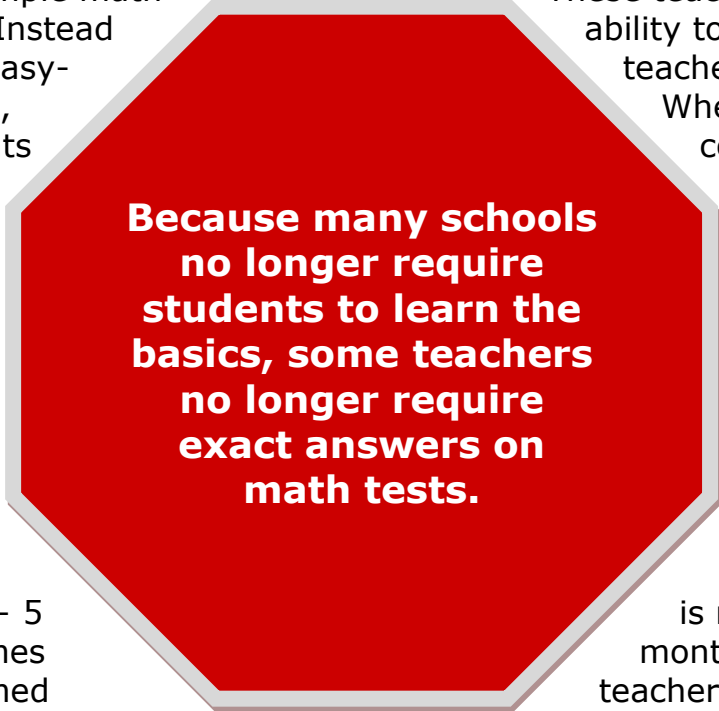
an engineer, a computer programmer, or a doctor. Better yet, to the bank teller on payday!

JOEL: Because many schools no longer require students to learn the basics, some teachers no longer require exact answers on math tests.

These teaching methods hurt students' ability to do math, but they benefit teachers, principals, and schools.

When students don't have to be concerned with right answers, teachers can grade tests arbitrarily and test scores can go up. High test scores make math teachers and their schools look good to parents, while their children become math illiterates.

GENA: So this is what it boils down to. I get it. Just as a company in the business world is recognized by its sales, its monthly or quarterly earnings, teachers/schools earn their "credits" or recognition by producing the grades. If they don't produce, they, according to No Child Left Behind, lose their funding, or a portion thereof. Teachers themselves are always having to prove their ability to teach—they literally have to "make the grade." Or should they call it "fake the grade"? A child who gets all of his math facts



**Because many schools
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wrong on a quiz is really an A student with the new math. Welcome to where your tax dollars are going.

JOEL: Another alarming trend is that some legislators and public school authorities are now promoting “mental screening” of all school children from an early age, with or without parental consent. As a result of these screenings, if and when a school health official or child psychiatrist declares that a child has an alleged “learning disorder” or “mental disease” like ADHD, that child could be forced to take potentially dangerous, mind-altering drugs like Ritalin.


One parent recently wrote me this note: “My child was screened for ‘mental health’ with TeenScreen without my permission and diagnosed with two ‘disorders’ at her high school. The Rutherford Institute is suing on our behalf in federal court and there has been a lot of press on this.”

GENA: Without parents even knowing about it—that’s what gets Paul and me the most. What

gives them the right to divide families this way, to push parents out? Oh, yes, it’s the government, and that means laws are involved. It’s a higher order. There are mandates, official protocols. Not only is it compulsory to send your children to begin with, but it’s become the norm to assume that the school knows best about the child, even to the point of gathering diagnoses and acting as decision maker (medical professional?) on the supposed cures. Who’s raising them? To whom do kids really belong? The lowly parent is the surrogate, or the body; the state is the mind. The state is supreme.

Thanks, guys, for all your help. As Paul and I speak to homeschooling parents, both of us consistently bring up all three of your names and resources. We’ve learned so much as a result of reading your books. I sure appreciate your talking with us as often as you do. Keep up the good work in what you are doing; it’s not going unnoticed. May the Lord use it to open parents’ eyes.

Parents, keep them home where they belong.



Another alarming trend is that some legislators and public school authorities are now promoting “mental screening” of all school children from an early age, with or without parental consent.

Bruce Shortt attended public schools through twelfth grade; his mother was a public school nurse, and both of his grandmothers were public school teachers. He is a graduate of Harvard Law School, has a Ph.D. from Stanford University, was a Fulbright Scholar, and serves on the board of directors of Exodus Mandate. He practices law in Houston, Texas, where he resides with his wife and homeschools their sons. With General T. C. Pinckney, Dr. Voddie Baucham, and Roger Moran, Mr. Shortt has co-sponsored Christian education resolutions that were submitted for consideration at the 2004, 2005, and 2006 annual meetings of the Southern Baptist Convention. Bruce's blog can be found at harshtruth.blogspot.com.

Joel Turtel, author of *Public Schools, Public Menace: How Public Schools Lie to Parents and Betray Our Children*, holds a degree in psychology. He owned and managed a small, successful consulting company in New York City for fifteen years. For the last ten years he has done extensive research as an education policy analyst, studying the alarming state of today's public schools and documenting these schools' disastrous effects on children and parents. Mr. Turtel is also a syndicated columnist. He has written two books, published more than fifty articles, and been interviewed in both print and broadcast media.

Brad Heath holds an aeronautical engineering degree from Purdue University. He is an impassioned advocate for the recovery of substantive Christian education and has served the evangelical church as an elder, teacher, and Christian school administrator. Brad and his wife, Tari, have been married for twenty-six years and have home educated their three children during the past fifteen years.

Public School System: Lovers or Haters of God?


By Pat Marcum

TOS receives many compliments and comments from its readers, and occasionally our readers voice concerns about our editorials. We appreciate all comments that we receive. When someone expresses a concern that may involve some type of controversy, we believe it is especially important to address the issue.

Such is the case with a letter received recently from a thoughtful parent whose children attend public school, a parent who is under the impression that public schools still maintain a predominantly Christian environment and are places where children can receive a wholesome education. The reader, therefore, was offended by a TOS editorial that contained the following statement: *"Parents must take a look at the risks of sending their children off for eight hours a day—to a godless system: one that not only lacks the Lord*

Jesus Christ, but hates the Lord Jesus Christ. God is not welcome there; in fact, He is despised."

The reader voiced concern that TOS had made such a bold statement about the public school system and further questioned whether the above statement could be verified. We at TOS realize that the view held by this reader and by most Christians who have their children in public schools is that their school is "different" or the "exception."



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What is Being Taught?

God is not willing to circumvent His Word under any circumstances. The reality that godless teaching and inappropriate conduct occur daily in public schools across the nation is a fact that is widely known and well documented. As a staff writer for TOS, following is my response to these concerns.

Jesus said, in John 15:18, *"If the world hate you, ye know that it hated me before it hated you,"* and in I John 3:13, *"Marvel not, my brethren, if the world hate you."* The public school system has implemented policies that require teachers to instruct students that all life and humanity resulted from a cosmic accident that began billions of years ago; this instruction is stated as a "scientific fact."

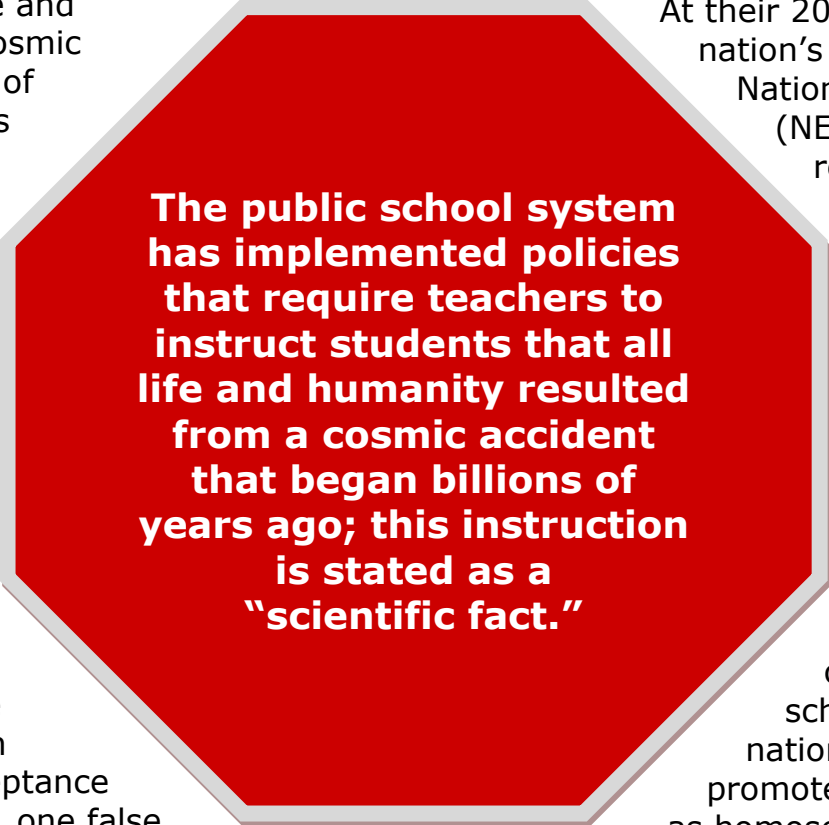
The censure and subsequent ban of the Biblical account of Creation (with God as the acknowledged Creator) allowed humanistic philosophies to be taught to school-aged children—including the philosophy that humankind must decide for himself what is morally right or wrong. This teaching further opened the way for the public education system to promote the acceptance of Darwinian Theory as fact, one false belief among many other anti-God, anti-Biblical, worldly beliefs that are promoted in the public schools. According to [2 Corinthians 10:5](#), this *mandatory* instruction by the public school

system, which contradicts the Word of God, is evil and reflects hatred of God.

The Influence of the NEA

At their 2009 annual meeting, the nation's largest teacher's union, the National Education Association (NEA), reconfirmed their 2008 resolutions about what they intend to see the public school system accomplish in the coming months and years. Two of their more than three hundred resolutions are shown below. These resolutions "verify" that the NEA, which represents most public school teachers and exerts a great deal of influence in the public school system throughout the nation, strongly supports and promotes anti-Godly agendas such as homosexuality and abortion.

These resolutions have now become the NEA's official policy, authorizing NEA members and



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employees to lobby for these goals in the halls of Congress and in state capitols:³

"Resolution B-14-Racism, Sexism, Sexual Orientation, and Gender Identification

Discrimination: Discrimination and stereotyping based on such factors as race, gender, sexual orientation, gender identification, disability, ethnicity, immigration status, occupation, and religion must be eliminated. The Association also believes that these factors should not affect the legal rights and obligations of the partners in a legally recognized domestic partnership, civil union, or marriage in regard to matters involving the other partner, such as medical decisions, taxes, inheritance, adoption, and immigration. The Association further believes that plans, activities, and programs for education employees, students, parents/guardians, and the community should be developed to

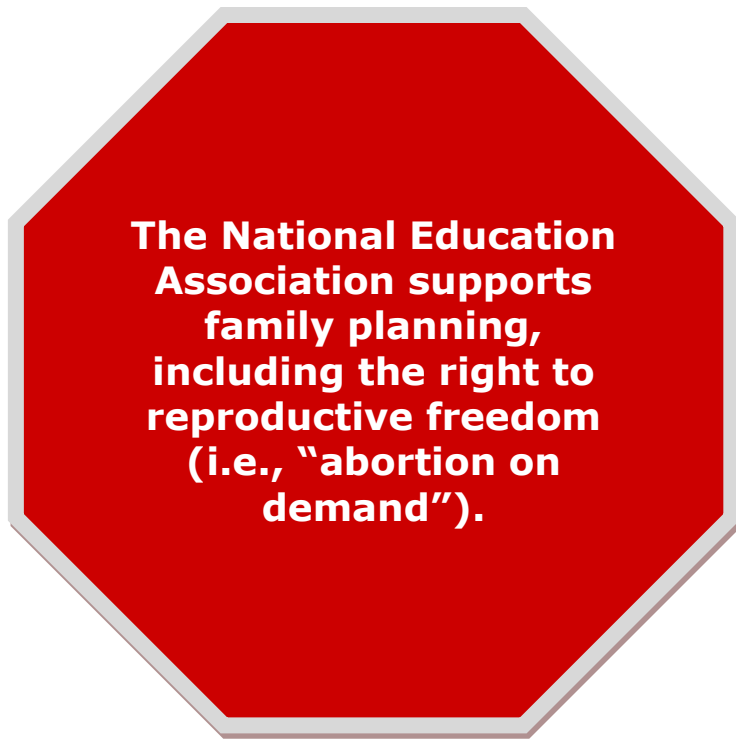
³ This information was obtained from the *Education Reporter*, a monthly report available from Phyllis Schlafly at P.O. Box 618, Alton, Illinois 62002. The complete report is available online at www.eagleforum.org/psr/2008/aug08/psraug08.html.

identify and eliminate discrimination and stereotyping in all educational settings. Such plans, activities, and programs must:

- Increase respect, understanding, acceptance, and sensitivity toward individuals and groups in a diverse society composed of such groups as American Indians/Alaska Natives, Asians, Native Hawaiian or other Pacific Islanders, Blacks, Hispanics, women, gays, lesbians, bisexuals, transgender persons, and people with disabilities.
- Offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse education employees in our public schools."⁴

. . . the NEA, which represents most public school teachers and exerts a great deal of influence in the public school system throughout the nation, strongly supports and promotes anti-Godly agendas such as homosexuality and abortion.

⁴ <http://www.nea.org/assets/docs/resolutions2009-2010.pdf>, page 17. *Editor's Note:* This link to the resolutions adopted at the 2009 NEA Convention will only be available until the 2010 Convention is held, in the summer of 2010. At that time they will be found in the NEA Handbook, published annually.



Phyllis Schlafly, in the August 2008 edition of *The Phyllis Schlafly Report*, voiced her conclusion regarding Resolution B-12 from the 2008 NEA Convention (which uses the exact wording of Resolution B-14 from the 2009 NEA Convention) that the "influence of the gay lobby is pervasive in dozens of NEA resolutions. . . . Diversity is the code word used for pro-gay indoctrination in the classroom. The NEA urges its members to offer 'diverse role models' by the 'hiring and promotion of diverse education employees in our public

schools.' The NEA puts domestic partnerships and civil unions on an equal footing with marriage."⁵

"*Resolution I-16-Family Planning*: The National Education Association supports family planning, including the right to reproductive freedom (i.e., "abortion on demand"⁶). The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities. The Association also urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel."⁷ The complete list of resolutions adopted at the 2009 NEA Convention can be found on their website at:

<http://www.nea.org/assets/docs/resolutions2009-2010.pdf>.⁸

⁵ *The Phyllis Schlafly Report*, Vol. 42, No. 1, August 2008, www.eagleforum.org/psr/2008/aug08/psraug08.html

⁶ Ibid.

⁷ <http://www.nea.org/assets/docs/resolutions2009-2010.pdf>, page 84. Editor's Note: This link to the resolutions adopted at the 2009 NEA Convention will only be available until the 2010 Convention is held, in the summer of 2010. At that time they will be found in the NEA Handbook, published annually.

⁸ Ibid.


A Christian Parent's Responsibility

Every Christian should ask himself or herself if the people who voted for these resolutions sound like lovers or haters of God, Jesus Christ, and the Bible.

The Bible clearly explains that unbelievers are not able to understand the things of the Spirit. (See [1 Corinthians 2:14](#)). Instead, unbelievers operate on the principles described in [Romans 1:18-25](#). Further, the apostle Paul clearly warns Christians not to participate in this kind of system. (See [Colossians 2:8](#)).

For generations now, Christians have allowed their children to be educated by a system that promotes atheistic principles. This abdication of parental responsibility has had a devastating effect on the Body of Christ over the last several generations, in particular the youth whose academic knowledge, not to mention moral and spiritual condition, has declined dramatically in recent years. God cautions His people about where they place their loyalties, saying that it is impossible to serve two masters, and that we will reap what we sow (see [Galatians 6:7-8](#)). The God we serve is *never* inconsistent with Himself. He

will not choose to operate outside of His own Word, which He has made known to His people. On the contrary, He expects His people to obey His Word (see [1 John 5:2-3](#)). Any Christian with a genuine desire to know the truth should seriously search the Holy Scriptures and other evidence presented here. Jesus said, "*Ye shall know the truth, and the truth shall make you free*" ([John 8:32](#)).




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Followers of the World or Followers of Christ?

By Pat Marcum

Today, many parents make an “educational choice” to homeschool their children. This can be a positive decision for academic reasons alone when you compare the test scores of homeschooled children to those attending public school. However, many Christian parents are learning that the reason for keeping their children at home extends far beyond academics. More and more Christians are coming to understand that teaching and training children is *not* the role of the government but is clearly a responsibility that God has assigned to parents. If this concept is something you have realized and you are teaching your own children, then you have chosen to be obedient to God’s Word—to disciple your children in His ways and to protect them from learning the ways of the world.

In the Beginning



More and more Christians are coming to understand that teaching and training children is *not* the role of the government but is clearly a responsibility that God has assigned to parents.

It initially appeared that government schools supported the inclusion of God, the Bible, and prayer in their daily instruction. This simply fooled many parents into thinking that public schools would somehow be semi-religious places where their children could receive a good education. It has now become painfully obvious that government schools have adopted the extreme secularism of the world. However, it’s not as though public schools started off as “Christian” and later became “worldly”; the historical facts show that they were intended to be godless from their inception. What most people were not able to discern in the early days of public education was that schools would eventually become totally atheistic (although some Christian leaders attempted to get this

message across to others⁹). Therefore, large numbers of Christian parents began to send their children to public schools. Others later felt they were forced to send their children to public schools due to compulsory attendance laws.

Imagine if 150 years ago, government officials began knocking on the doors of Christian homes, inviting parents to send their children to a “free” government-run school. Would parents agree to give up their children if they were told that the

⁹ A. A. Hodge gave a message so prophetic it seemed as though he ran one hundred years ahead of his time, saw the devastating effect this “system of national education” would have on Christianity, and then came back and reported it. His logic was impeccable, and unfortunately history has proven him to be right. Note the reference he makes to “scheme”: “I am as sure as I am of Christ’s reign that a comprehensive and centralized system of national education, separated from religion, as is now commonly proposed, will prove the most appalling engineery for the propagation of anti-Christian and atheistic unbelief, and of anti-social nihilistic ethics, individual, social, and political, which this sin-rent world has ever seen. . . . It is capable of exact demonstration that if every party in the State has the right of excluding from the public schools whatever he does not believe to be true, then he that believes most must give way to him that believes least, and then he that believes least must give way to him that believes absolutely nothing, no matter in how small a minority the atheists or the agnostics may be. It is self-evident that on this scheme, if it is consistently and persistently carried out in all parts of the country, the United States system of national popular education will be the most efficient and wide instrument for the propagation of atheism which the world has ever seen.”— Professor A. A. Hodge of Princeton (A. A. Hodge, *Popular Lectures on Theological Themes* (Philadelphia: Presbyterian Board of Publications, 1887), p. 283.)



ultimate intent of the U.S. public school system was to reject the teaching of God as Creator; remove the Bible, prayer, and the Ten Commandments from school; and replace Biblical morality with secularism?

Christians back then likely would have recognized the evil of such agendas and undoubtedly would have turned down this offer with a resounding “No thanks!” The Bible says, “Be ye not unequally yoked together with unbelievers: for what fellowship hath righteousness with

unrighteousness? and what communion hath light with darkness”(2 Corinthians 6:14)? However, today most Christians readily accept “free” government education for their children.

In pre-government school days, Christianity dominated the United States. Momentum strongly favored Godly thinking and moral behavior. This country was one that declared its independence on the basis of a Creator, stating in the Declaration of Independence, *“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights”* Would the word *Creator* even be allowed if that declaration were to be drawn up today? It was government and politics that put up the Ten Commandments; today it is just the opposite. The systematic removal of God was a long-range plan that started several generations ago, and it has worked beautifully for the secular humanists.

**Abraham Lincoln:
“The philosophy of
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Indoctrination

It was Abraham Lincoln who simply, but profoundly, stated, *“The philosophy of education in one generation will be the philosophy of government in the next.”* It takes many followers in order for leaders to be elected and their beliefs and endeavors supported. The “moral state of our nation” and the beliefs it holds regarding the support and promotion of immoral behavior has been made perfectly clear by the top leaders of the current administration. There can be no doubt as to the role the system of national education has had on influencing young children in this regard.¹⁰ When parents place their children in the public school and the door is closed, they relinquish their authority to a system that has expelled God and instead, has embraced the teaching of worldly philosophies that directly contradict the teachings of the Bible and the Lord Jesus Christ (see [Colossians 2:8](#)).

¹⁰ *Suffer the Children*, a twenty-minute film produced by the American Family Association. Edited with permission. Portrays the formal teaching of the homosexual lifestyle to elementary school children, www.TheHomeschoolMagazine.com/suffer.

With 20/20 hindsight, it should be clear, at least to the Christian population, what has happened. The government school system, the largest secular entity in the land (enabled by willing parents), which has indoctrinated millions of children over generations of time, has encouraged students to follow the world rather than follow Christ.

What happens in government schools is not "education"; rather, it is "secular indoctrination." This may be fine for the unbeliever, but for the Christian, the use of public schools must no longer be dismissed as merely an issue of "educational choice." That choice has already had devastating consequences for many Christian families, the Body of Christ (the Church), and thereby, the nation. One certain means for improved knowledge of the ways of God is to refrain from learning the ways of the world. When spiritual growth is suppressed and bad seed is sown in children, such as educational lies and secular values, the bad fruit that results can easily be observed, as is evident in today's society. Galatians 6:7 says, "*Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap.*"



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In recent years, many Christian leaders and pastors have said, "The schools just need to be reformed" or "Don't surrender the public schools; let's take them back." The problem with this faulty reasoning is that you *cannot* reform or take back something that was never yours in the first place. Christian leaders should already be aware of this truth. The debate over whether or not government education is a good thing for Christian children and families has severely divided the Body of Christ into two distinct groups: those who continue to defend and use public school, and those who, for Biblical reasons, have left it. The lack of understanding and, in some cases, an overt rejection of the truth on the part of many leaders and pastors, has kept countless Christian families confused and has allowed this issue to perpetuate the harm caused to the Body of Christ.

Becoming Informed

Pastors, leaders, and parents with a genuine desire to know the truth should seriously search the Holy Scriptures and the history of the government school system, as well as studies on

the effects it has had on young people and society at large. This information is readily available. Those who do even a cursory investigation will soon discover that it is wrong to defend and support such an evil institution as the public school. Those who already understand these truths should share this insight with fellow Christians as God gives opportunity.

God's Word makes it very clear that Christians cannot serve two masters (see [Matthew 6:24](#)). Instead, it is time to adopt and support the Biblical position that so many other Christian parents are taking by removing their children from the secular government schools; it is time to recognize the benefits of family discipleship. This single action could be the key to renewed spiritual growth for families in the Body of Christ. Christians may not be able to turn around the moral and spiritual damage that has already taken place in our once honorable country, but they can teach their families to be followers of Christ rather than followers of the world.



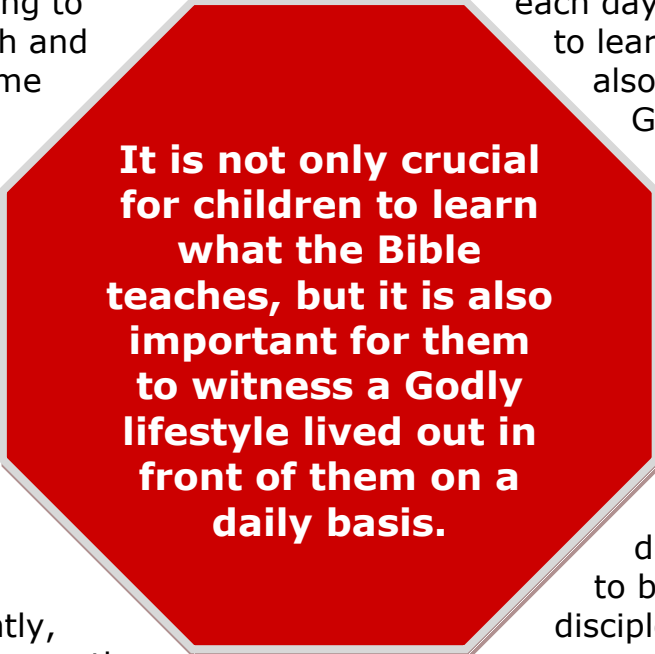
A New Beginning

By Pat Marcum

As more and more Christian parents confront the myriad of problems that exist within the public school system, many are choosing to accept the responsibility to teach and train their children at home. Some parents do this not only to protect their children from bad influences or potential physical harm, but also to guide their children to be morally pure in their behavior and lifestyle. When children are at home daily, parents are able to provide them with Christ-centered instruction and materials, help them to pursue areas of unique interest and ability, develop strong ties as a family, and even more importantly, oversee their children's spiritual growth.

God calls all Christian parents to teach and train (disciple) their children in such a way as to be followers of Christ. When Christian parents send their children to public school, they can attempt only to counter the secular teaching and influence to which their children are exposed daily. They also must work hard to oppose the negative peer

pressure brought on by the unbelieving companions with whom their children associate each day. It is not only crucial for children to learn what the Bible teaches, but it is also important for them to witness a Godly lifestyle lived out in front of them on a daily basis. This can take place most effectively as family members seek to emulate Christ in the home every day. No one leaves a newborn baby on its own, believing it can fend for itself; the same attitude should apply to spiritual babes in Christ. Parents, who are called to disciple their children, should strive to be living examples of Godly disciples themselves.



It is not only crucial for children to learn what the Bible teaches, but it is also important for them to witness a Godly lifestyle lived out in front of them on a daily basis.

Secular Public School System

From inception, the public school system has been an institution with secular objectives. Its subsequent success in achieving a vast number of these worldly goals is clearly evident. However, in spite of overwhelming negative influences of

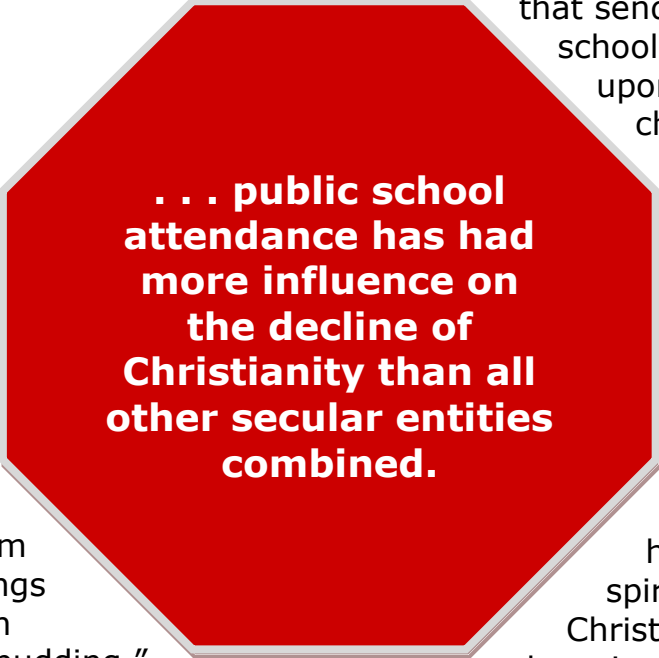
public school and disastrous consequences for their children, there is still a huge problem within the Body of Christ (the Church). The problem is this: more than 85% of Christian parents still send their children to atheistic government schools. Under the guidance and goals of this exclusively secular system, youth are taught anti-God, anti-Biblical, worldly beliefs—all of which contradict the Word of God.

For a century and a half, most Christians have failed to see and accept the fact that the secular humanism taught in government schools is systemic. Every Christian parent should become acquainted with the tenets of humanism as set forth in the *Humanist Manifesto*. Indeed, the first two tenets of said manifesto clearly deny God as Creator. In classrooms across the country, this denial provided the root system on which additional secular teachings were grounded. As one well-known adage states, "The proof is in the pudding." By effectively removing the instruction that God is Creator, and substituting His moral absolutes with relativism, schools have been able to infuse values clarification, diversity, tolerance, and many other secular agendas into the classroom. The system of public education has nearly decimated

the influence of Christianity in the United States. In fact, public school attendance has had more influence on the decline of Christianity than all other secular entities combined.

Consequences of "Educational Choice"

The time has come for Christian parents to realize that sending their children to public school should no longer be looked upon as a mere "educational choice." Over the last decade alone, overwhelming evidence—both spiritual and empirical—clearly shows that choice to have been a huge error made by well-intentioned parents. This single decision has produced appalling consequences for many of their own children and for society at large. It has seriously stunted the spiritual growth of many families. Christians are accountable for knowing and obeying the Word of God, and they should not have given up their children to be educated by unbelieving strangers—not to mention placing them in the company of unbelieving companions for twelve years.



. . . public school attendance has had more influence on the decline of Christianity than all other secular entities combined.

It can no longer escape the mind of any thinking person that children in public schools have received even more “indoctrination” than they have “education.” To know this is the case, one has only to look at a time before the public school system existed and compare the morality of society in the United States back then to what it is today. Before the days of public education, Biblical thinking prevailed in the United States. The rampant immorality that was once in the closet is today not only “out of the closet,” but it also permeates every aspect of society and life. This could not have happened in such a short period of time, except that the minds and hearts of generations of youth have been influenced to reject Godly beliefs and pursuits and to embrace secular ones. The greatest agent for changing the minds of Christian youth has been secular humanism, which is taught in the public school system. It is simply foolish to expect the Biblical instruction that children receive in church, perhaps on a weekly basis at best, to overcome the opposing secular teaching they receive daily in public school. If there is anything

that now needs to be “out of the closet,” it is for Christians to realize and admit that the public school system has been a premier catalyst for changing society’s thinking and behavior from moral to immoral.

Christians are accountable for knowing and obeying the Word of God, and they should not have given up their children to be educated by unbelieving strangers—not to mention placing them in the company of unbelieving companions for twelve years.

It is likely that unbelievers don’t concern themselves very much about the moral transformations that have taken place over the last several decades; in fact, many would even applaud them. Unbelievers, especially those in positions of leadership in the educational establishment, know all too well what they have accomplished by capturing the minds of the youth for several generations, and they undoubtedly rejoice in their overwhelming victory.

Believers, however, should be in great fear for having acted contrary to God’s Word so readily by putting their children in harm’s way academically, physically, and spiritually. As Christians continue to ignore or disavow the negative effect that attending public school is having on their children, Christianity in the U.S. will continue to decline

and eventually may be rendered completely ineffective. Vast numbers of Christian parents still cling to the artificial hope that "it's not happening in my school." Nevertheless, if by chance some of the public institution's most insidious secular agendas have not yet arrived in your school, you can be assured that they *are* coming.

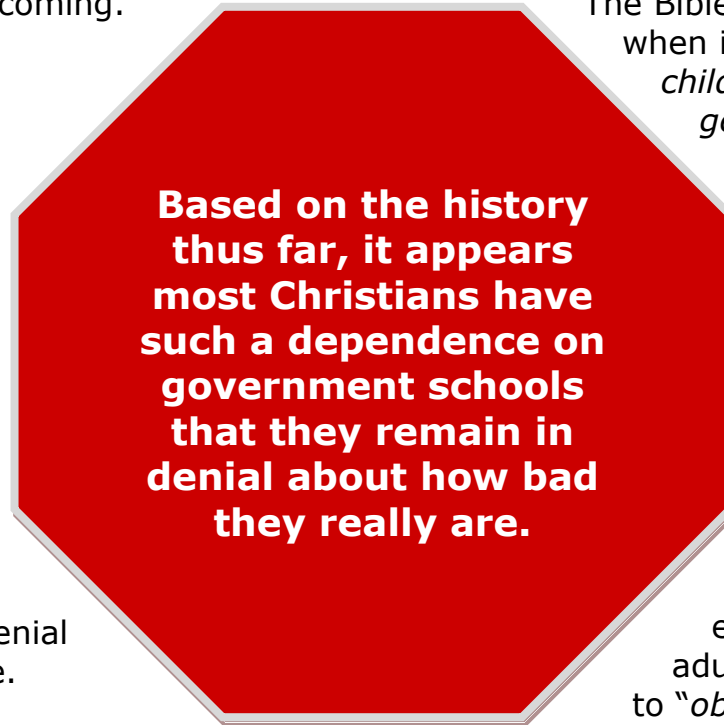
Hostile to Christianity

Regardless of the overwhelming evidence that the government school system is extremely hostile toward Christianity and its teachings, most Christian parents and their pastors continue to support and defend it. Based on the history thus far, it appears most Christians have such a dependence on government schools that they remain in denial about how bad they really are.

Indeed, waking up to reality would entail personal accountability and necessitate change,

which seems to be more than most parents can bear to handle. Of course, God neither recognizes dependency as an excuse nor excuses denial of reality. He sees this dependency as sin and sees denial as a hardened heart.

The Bible is profoundly enlightening when it states in Luke 16:8 that "*the children of this world are in their generation wiser than the children of light.*" It is these children of the world who began leading the way for Christians to send their children to government schools to learn secular ways. Christians have been following their lead ever since. Christians in the U.S. were not forced to attend public schools, regardless of the so-called compulsory education laws. Every Christian adult should know that he or she is to "*obey God rather than men*" (see [Acts 5:29b](#)).

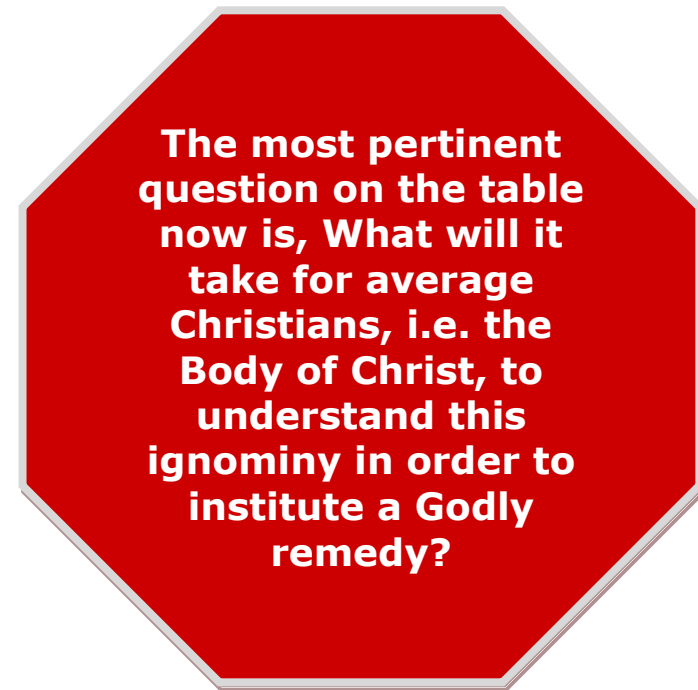


Any Christian can look inside his own soul and see how wrong it has been to give God's children to a worldly institution to learn godless thinking under the guise of "education." In addition, one can now look outside and research the empirical evidence—the origin of government schools, their history, and their purpose—and personally examine the results of the many studies on this subject. Indeed, caring Christians can now prove for themselves that, in fact, it has been wrong to send their children to government schools for years and years. The most pertinent question on the table now is, What will it take for average Christians, i.e. the Body of Christ, to understand this ignominy in order to institute a Godly remedy?

Good News

The good news is that God is patient, loves His people with an infinite love, and desires a genuine and deep relationship with them. The clear and irrefutable information on the godless foundation of the public school system, its subsequent history, and current state should make it evident, in light of His Word, that God now wants His people to wake up and recognize their mistake.

There may be some parents who made the decision to teach and protect their own children for reasons other than those set out in God's Word and still others who have not fully understood His commands or the information about the public school system and its effect on youth as presented here. Readers are encouraged to prayerfully consider this appeal, so that their families may discover a newfound sense of purpose—that through their example and witness many more families may experience a new beginning.



Fair and Impartial? Homeschooling and Judicial Bias

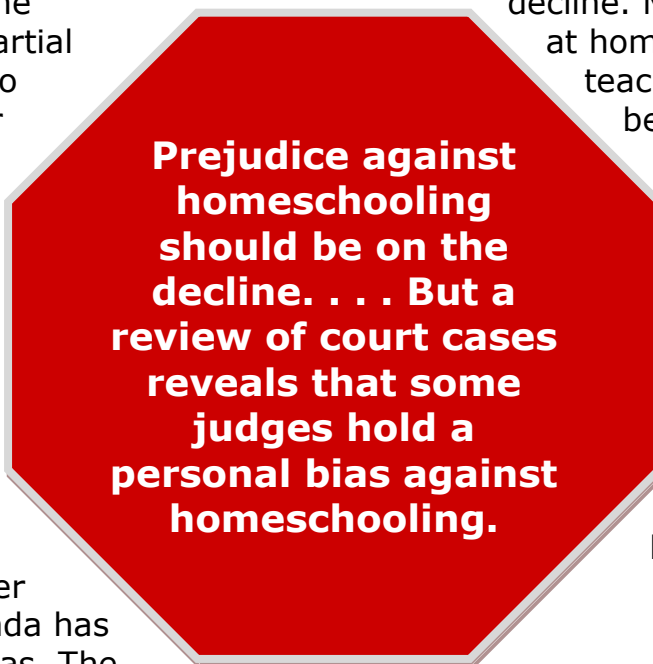
By Antony Barone Kolenc

"Judges and officers shalt thou make thee in all thy gates . . . and they shall judge the people with just judgment." ~Deuteronomy 16:18

When Brenda Kurowski stepped into court to defend her right to homeschool, she expected a fair hearing by an impartial judge. Her ex-husband had sued to stop her from homeschooling their daughter, Amanda. In summer 2009, the court granted his request and ordered her to attend public school. The judge was concerned about Amanda's "socialization," even though she participated in piano lessons, theater group, and three classes at a local school. To the judge, Amanda "appeared to reflect her mother's rigidity on questions of faith," a fact that might "impact her development in other areas." Brenda has appealed, accusing the judge of bias. The New Hampshire Supreme Court will review the case and decide if the judge unfairly considered Brenda's religion and home education program.¹¹

¹¹ The facts and quotations from Brenda Kurowski's case are drawn from *In the Matter of Martin Kurowski and Brenda*

Prejudice against homeschooling should be on the decline. More and more families educate at home each year. What's more, this teaching method often produces better results than either public or private schooling. But a review of court cases reveals that some judges hold a personal bias against homeschooling. This article will explore why these pre-judgments still exist and what parents can do about it. There are four danger zones where homeschoolers must beware of judicial bias.



(Kurowski) Voydatch, Case No. 2006-M-669 (N.H. Laconia Family Division, Belknap County, 2009) (Judge Lucinda V. Sadler, Decree on Pending Motions, July 14, 2009, and Order on Motion for Reconsideration and Narrative Order on Motion to Stay, Sep. 17, 2009).


Fear of Alternative Education

First, some judges view homeschooling as a dubious alternative method of education. Modern homeschooling is countercultural. Parents who wanted out of a failing system founded the movement; parents who wanted to preserve core family values propelled its growth. In other words, home education has been “out of the mainstream” from day one. To some judges, this translates into a gut feeling that homeschooling must be inferior because it is not the norm.

In the case of *Rust v. Rust*, a judge in Tennessee denied a mother the right to teach her son at home even though she had sole custody of him. The court gave her ex-husband a veto over the homeschooling because it “deviated substantially from the mainstream educational program.” Luckily, the mother regained that right by winning the case on appeal.¹²

A woman in Delaware fared worse. In *P.J.S. v. J.S.*, a family court ordered her child to stay in

public school based on the judge’s belief that homeschooling was a “drastic measure” and last resort. This was despite credible evidence that the boy had an anxiety disorder triggered by public school: he “cried daily” about going to school, coped poorly with class-related pressure, and felt bullied by three older boys. The court preferred for the child to face that stress than to learn at home with his mother.¹³



**There are four
danger zones where
homeschoolers
must beware of
judicial bias.**

Parents can fight this generalized prejudice through the use of expert witnesses who can show judges that homeschooling is not an inferior teaching method. Statistics are on the homeschooler’s side when it comes to standardized testing, college acceptance, and college performance. In *Carrano v. Dennison*, a Connecticut judge listened to various experts testify that homeschooling was a viable alternative to public schooling and that it would not harm the child either socially or academically. Without disparaging either method of education, the court ruled in the mother’s favor

¹² *Rust v. Rust*, 864 S.W. 2d 52, 55 (Tenn. Ct. App. 1993).

¹³ *P.J.S. v. J.S.*, 2002 WL 31998734 (Del. Fam. Ct. 2002).

and allowed her to homeschool as long as she tested her child each year.¹⁴

College Degree Elitism

A second misperception is that parents without college degrees are unqualified to teach their children. In *Stephen v. Stephen*, this deeply held pre-judgment caused a judge in Oklahoma to ignore obvious dangers. After hearing all the evidence in a contentious custody case, the judge felt that the children were “probably better off” with their homeschooling mother. But the father believed his ex-wife was “not qualified to serve as a teacher” because she had only a high school education. The court agreed, despite evidence the mother had done an excellent job teaching the kids. Incredibly, the judge sided with a father who was a neglectful parent, problem drinker, drunk driver, and “deadbeat dad” who rarely paid child support or visited his children. On appeal, the Oklahoma Supreme Court overruled the judge, declaring that he had

¹⁴ *Carrano v. Dennison*, 30 Conn. L. Rptr. 479 (Conn. Sup. Ct., 2001).

“forced” his personal beliefs on the mother, including his presumptions about homeschooling.¹⁵

Parents without a college degree should not fear this elitist view. Statistics prove that such parents can and do excel as teachers at home. And expert testimony can dispel judicial bias in this area. Just look at the *Carrano* case: the judge heard extensive testimony and concluded that “homeschooling can be a rich and diversified experience, and one that is uniquely tailor-made for the child.”¹⁶



Some judges hold strong opinions against “intolerant” religions that insist their traditions possess the one spiritual truth.

Faulty “Socialization” Assumptions

A third danger involves child socialization. Some judges assume homeschooled children are raised “in a bubble” with inadequate social skills. But the opposite is true. Studies have found that the typical homeschooling family engages in over five activities outside the home each week.¹⁷ Most

¹⁵ *Stephen v. Stephen*, 937 P. 2d 92 (Okla. 1997).

¹⁶ *Carrano v. Dennison*, 30 Conn. L. Rptr. 479 (Conn. Sup. Ct., 2001).

¹⁷ Laura J. Bach, *For God or Grades? States Imposing Fewer Requirements on Religious Home Schoolers and the Religion*

parents actively involve their kids in extracurricular life to include sports, Scouting, youth groups, and supplemental classes in the arts. This contact with children of all ages and with adults offers more balanced socialization. Homeschooling also removes negative peer pressure influences often found in the public school environment. Yet misperceptions about socialization can still taint a judge's decision-making.

In *Taylor v. Taylor*, a Michigan court forced a first-grader into public school due to socialization concerns, even though her mother was providing an exceptional education at home. The judge believed public schools offered "wider exposure" and "much more diversity, many more opportunities," and that it made a child "more well-rounded." He declared, "It is not beneficial for children to be raised in a bubble where they do not have exposure to other people's cultures and other people's religion." The case was affirmed on appeal, but one Justice on the Michigan Supreme Court cried foul. He rebuked the judge for holding an unfair "predisposition"

Clauses of the First Amendment, 38 VAL. U.L. REV. 1337, 1348 (2004).

that "public schooling is invariably preferable to homeschooling."¹⁸

In an Ohio case, *Gardini v. Moyer*, a child psychologist testified at a child custody hearing "that homeschooling is inherently harmful to the normal development of children—all children." Based partly on this overbroad opinion, the family court denied the parent's right to homeschool: a decision upheld on appeal. But one Justice on the Ohio Supreme Court decried this clear judicial bias. He regretted that some "skeptical" judges who believe in a "firmly rooted tradition of communal education" have such an "inherent distrust of homeschooling."¹⁹

But homeschoolers can win over "distrusting" judges on the socialization issue. In *Brown v. Brown*, a Virginia court allowed a father to teach his children at home. The court concluded the children had "engaged in sufficient activities outside the home classroom to develop necessary

Parents cannot and should not be expected to compromise their spiritual beliefs due to fear of anti-religious judges.

¹⁸ *Taylor v. Taylor*, 758 N.W. 2d 243 (Mich. 2008).

¹⁹ *Gardini v. Moyer*, 575 N.E. 2d 423 (Ohio 1991).

social skills.”²⁰ Homeschooling families can learn from these cases. Parents should ensure their children’s education plan includes adequate social contact with their peers. This will help minimize risks and avoid judicial pre-judgments about homeschooling.

Anti-Religious Bias

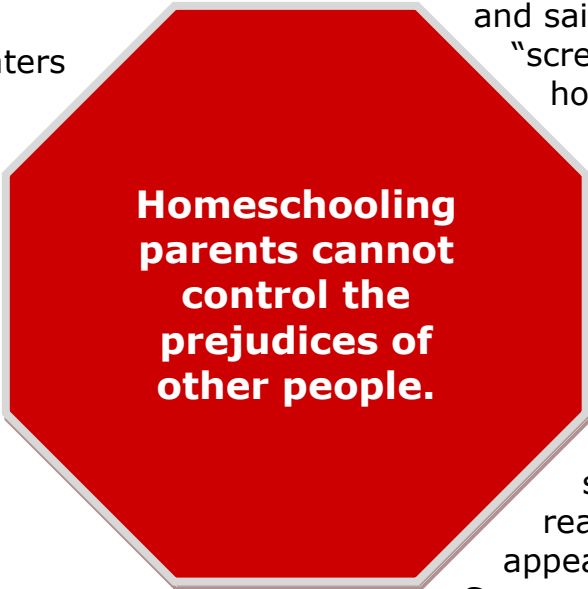
The fourth type of judicial bias centers on the religious practices of homeschooling parents. When it comes to the education of children, some judges hold strong opinions against “intolerant” religions that insist their traditions possess the one spiritual truth. This bias raises grave concerns for many families, because religion is a crucial factor in their decision educate at home.

Concerns about anti-religious bias are an issue in the *Kurowski* case, discussed earlier. That court expressed concern that Amanda’s “rigid” Christian beliefs could harm the girl’s social development.²¹ Other judges have said worse.

²⁰ *Brown v. Brown*, 518 S.E. 2d 336 (Va. Ct. App. 1999).

²¹ *In the Matter of Martin Kurowski and Brenda (Kurowski) Voydatch*, Case No. 2006-M-669 (N.H. Laconia Family Division,

A case out of Montana, *In re Matter of Epperson*, provides a blatant example. After two religious homeschoolers divorced, the ex-husband sought a court order to force his children to attend public school. Both parents were members of the Tridentine Catholic order, a splinter group off Roman Catholicism. The Montana judge described the family as “isolated religious fundamentalists,” and said their “off beat” religion had “screwball aspects.” The court likened homeschooling to “denying [the children] access to the outside world.” The judge granted custody to the father because he was less “inflexible” in his religion, and the father’s decision to send the children to public school “at least opens up the possibility” that they would “be exposed to ideas that are not first sifted through their parents’ view of reality.” Though the father won on appeal, one Justice on the Montana Supreme Court rebuked the judge’s



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other people.**

Belknap County, 2009) (Judge Lucinda V. Sadler, *Decree on Pending Motions*, July 14, 2009, and *Order on Motion for Reconsideration and Narrative Order on Motion to Stay*, Sep. 17, 2009).

“inappropriate” comments, which could “easily be construed as a judicial assault upon the rights of parents to educate their children.”²²

In *Snider v. Mashburn*, an Alabama court treated a Baptist homeschooling mother in a similar fashion. It awarded sole custody of her daughter to her more liberal father. But the judge in that case went even further. He granted the mother restricted visitation rights, preventing her from giving her daughter “any religious training which would otherwise be disparaging or critical of in any way the beliefs of the Father and/or the way in which his household is conducted.” The mother later lost her appeal. But one Justice on the Alabama Supreme Court complained that the court’s gag order had stripped her of the “fundamental right to teach her children the worship of God.”²³

This type of judicial bias is difficult to combat. Parents cannot and should not be expected to compromise their spiritual beliefs due to fear of anti-religious judges. When this prejudice rears its ugly head, religious families must expose it for the world to see. They also need to tap into the power of prayer. But, in all candor, parents must do one other thing: examine how they put their

²² *In re Matter of Epperson*, 107 P. 3d 1268 (Mont. 2005).

²³ *Snider v. Mashburn*, 929 So. 2d 447 (Ala. 2005).

faith into action and remove any habits that might tarnish the light of faith. Often it is not our beliefs, but our human shortcomings, that need changing.

Conclusion

Homeschooling parents can act now to minimize risk in the four danger zones. First, they can ensure that their children’s education plan follows all state requirements and is academically sound. Second, they can involve their children in activities outside the home where they can have contact with their peers and adults. Third, they can strive, as much as possible, to ensure their religious practices do not isolate or hinder their children’s social development. Finally, they can plug into resources available through the many nonprofit, professional organizations that support and defend the practice of homeschooling in the United States.

Homeschooling parents cannot control the prejudices of other people. But through their own practice of excellence, Godliness, and preparedness, these families can help preserve their right to homeschool both now and in the future.

Ten Big Reasons NOT to Send Christians to Public Schools Today

By David d'Escoto

I love reading Bible commentaries and sermons almost as much as I love reading the Bible. I especially enjoy gleaning insight from some of the gifted teachers and theologians of the past. It was in reading the old nineteenth-century preacher Spurgeon and his *Spurgeon's Sermon Notes* that I came across this quote: *"As a rule, the children of godly parents are godly. In cases where this is not the case there is a reason. I have carefully observed and have detected the absence of family prayer, gross inconsistency, harshness, indulgence or neglect of admonition. If trained in God's way, they do not depart from them."*²⁴

The departure from Godliness by scores of young people who have been brought up in Christian homes is cause for real alarm. What are well-meaning parents missing in the training of their children? I think the answer lies in these key words: *God's way*. Among the many problems within our culture is the downward spiral in the hearts and minds of today's youth. What many of us may not realize is that among the biggest morality corrupters and worldview warpers are the secular-humanistic

public schools. A slew of anti-God teachings within an unbiblical setting produce an enormous list of stumbling blocks, proving that public schools are manifesting the ideologies of their humanistic founders, Horace Mann and John Dewey. To hone in on a few of these, here is my "top 10" list of big reasons why Christian parents who are truly committed to training up their children God's way should *not* be sending their kids to public schools.



²⁴ Charles H. Spurgeon, *Spurgeon's Sermon Notes* (Peabody, MA, Hendrickson Publishers, Inc. 1997), 139.

Cookie Cutter Approach

Public schools fail to train up each child according to his or her unique gifts, learning needs, and future callings. When one teacher has to manage a classroom full of children, many simply fall through the cracks. It is no wonder that the number of tutoring programs and learning centers is growing so rapidly, and it is no wonder that the dropout rate is right around 1.2 million kids per year (7,000 every school day).²⁵ Our children have a special purpose in God's plan, and no government institution that shuffles millions of children through an efficiency-based system can come close to addressing this the way parents can in the home.


Anemic Academics

The latest research reports that the U.S. spends well over a half-trillion tax dollars a year (over \$9,000 per student) on education.²⁶ One would think that there would be a decent

²⁵ www.all4ed.org/about_the_crisis

²⁶ <http://awesome.goodmagazine.com/goodsheet/goodsheet005education.html>

return for this amount of spending, but as the *Washington Post* reported recently, children who are government schooled consistently rank near the bottom of all industrialized nations in math and science.²⁷ As our taxes increase, literacy levels drop, and academic standards are being dumbed down to cover up school ineptitude. Being smart just *ain't* what it used to be. In equipping our children for service to their King, we should be giving them the highest quality education possible.



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Misplaced Authority

By placing their children in the school system, parents basically relinquish their authority to teachers, coaches, counselors, administrators, and local and state board members. State laws virtually say, "Moms and dads, drop your kids off at the front door and let the 'experts' decide how and what they will learn." Scarier still is the statistic that about half of all parents cannot even name their child's teacher, making one wonder if they even know what their

²⁷ <http://www.washingtonpost.com/wp-dyn/content/article/2007/12/04/AR2007120400730.html>

child is actually learning in school.²⁸ We saw the public schools boldly take away parents' fundamental rights when the United States Court of Appeals for the Ninth Circuit ruled "no fundamental right of parents to be the exclusive provider of information regarding sexual matters to their children."²⁹ There are similar cases going on right now in several other parts of the country, so this is really just the beginning.

Family Fragmentation

Students spend an average of 1,100 hours a year in public school. This does not include commutes, extended care hours, after-school commitments, and the ever-increasing burden of homework and tutoring programs. Very little time is left for meaningful family interaction. Sadly enough, once those unhealthy appetites for peer relationships have developed,

²⁸ Brian D. Ray, Ph.D., 2004–2005, *Worldwide Guide to Homeschooling* (Nashville, TN, Broadman & Holman, 2004), 107
²⁹ http://www.worldnetdaily.com/news/article.asp?ARTICLE_ID=47195

parents and siblings learn to get along without each other. God has designed the family for the purpose of nurturing and training our children, a model that cannot be replaced with inferior alternatives.

Peer Dependency

A child left with other kids for a minimum of five days a week, 180 days a year, will learn to accept and do whatever is necessary in order to gain approval by his peer group. He will learn how to talk, how to dress, how to act, what music to listen to, and which TV shows and movies to watch, and he will get a steady dose of pop culture. It's interesting that one of the main red flags raised by homeschool skeptics is socialization. The Bible has already forewarned us about what happens to "a companion of fools" (see [Proverbs 13:20b](#)).

Bad Company

[1 Corinthians 15:33a](#) warns us to not be deceived, telling us that bad company corrupts

It's interesting that one of the main red flags raised by homeschool skeptics is socialization. The Bible has already forewarned us about what happens to "a companion of fools" (see [Proverbs 13:20b](#)).

good morals. Yet parents foolishly accept the norm of grouping 25–30 children in a classroom for the majority of the day, spanning twelve or more years of their lives, and expect their children to rise above the folly. Add to this formula the natural inability in young children to be confined to a desk for hours, followed by all the angst that accompanies the raging-hormone years. It's no wonder schools are rampant with poor attitudes, low self-esteem, hostility toward teachers, vandalism, bullying, drug use, gun threats, fear, and chaos. While it would be nice to think that the "good kids" are being salt and light, in most cases, good morals are grossly compromised.

Propagating Promiscuity

The Heritage Group reports, "Every day, 8,000 teenagers in the United States become infected by a sexually transmitted disease."³⁰ Armed with condoms and explicit classroom demonstrations brought to you by Planned Parenthood, it's no surprise that the Centers for Disease Control and Prevention recommends the HPV vaccine for 11-

³⁰ <http://www.heritage.org/Research/Reports/2003/06/Sexually-Active-Teenagers-Are-More-Likely-to-Be-Depressed>

and 12-year-old girls. A recent study shows that the Church is not immune either; our children in youth groups are experimenting with sex just as much as those outside the church.³¹ Sadly, today's youth, along with their many parents, have forgotten the old adage: "If you play with fire you are going to get burned." (See [Proverbs 6:27](#)).

Bye-Bye Bible

The public schools of today have succeeded in removing the Bible and are becoming more and more openly hostile toward Christianity while maintaining a politically correct stance toward other world religions and cults. Just recently, a boy who dressed up as Jesus for Halloween was sent home by the principal because his costume was deemed "too offensive." The poor handful of kids who do attempt to make a difference for the Kingdom are often ridiculed and told to be happy that they can, at the very least, go outside and hold hands around a flag pole once a year to pray.

³¹ <http://www.washingtonpost.com/wp-dyn/content/article/2007/07/26/AR2007072601846.html>



Perishing Generation

Public schools are one of the leading reasons the next generation is falling away from a solid Biblical worldview and a faith-based life. Studies show that because of the intensive secular-humanistic indoctrination occurring in the public schools, it is approximated that over 80% of children from Christian homes are walking away from the Church by the time they reach college age.³² Most Christians in the United States, including many pastors and prominent leaders, are asleep at the wheel on this cold, hard reality. Thankfully, some have already woken up. One notable pastor, Scott Brown, wrote, "If current trends in the belief systems and practices of the younger generation continue, in ten years, church attendance *will be half the size it is today.*"³³

Scripturally Unsound

My final point may be the most controversial, but the fact is that *public education is causing millions of children to stumble in their walk with our Lord.*³⁴ Can we not logically conclude that it is unbiblical for us to send our children there?

³²

<http://www.sbcannualmeeting.net/sbc02/newsroom/newspage.asp?ID=261>

³³http://www.visionforumministries.org/issues/uniting_church_and_family/the_greatest_untapped_evangelism.aspx


³⁴http://www.dexios.info/culture_trends.pdf



Bold words, some may say—I would say they're rather Biblical. Please open up your Bible and read [Matthew 18:1–6](#), [1 Corinthians 8 \(focusing on verses 11–13\)](#), and finally, Romans [14:13–23](#) (focusing on verses 13 and 21). Do you see it? The Bible is making the following facts clear to us:

1. Believers are no longer under the law.
2. Believers do have freedom in Christ.
3. A believer's freedom (liberty) in Christ must never ever be used as a license to sin and/or cause another weaker believer to stumble/sin.

Notice how the Bible speaks of the “weak.” Don’t our developing children fall in the category of “the weak”? Are they not still very much in their growing stages—growing not only physically and emotionally, but in their faith, knowledge, and understanding of our Lord God? Since it is obvious that such a high percentage of kids are abandoning the faith in their later years, why would we want to keep them in a place that is clearly causing serious harm to their minds, bodies, and souls?



**If you truly care about
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Christ-centered,
parent-directed, home-
based education works.**

Please keep in mind that today, approximately 85% of Christian parents send their children to public schools for their “education.” Parents, we need to turn our hearts toward our children now and lovingly labor to see Christ formed in them. Yes, it is hard work, but doing the right thing usually requires more effort, including moving out of our comfort zones. The Church in centuries past rightly understood the importance of training up the next generation. The great seventeenth-century theologian and pastor, Jonathan Edwards, wrote the following commentary on [Galatians 4:19](#): *“Here is an example to parents, showing how they ought to labor and cry to God for the spiritual good of their children. You see how Christ labored and strove and cried to God for the salvation of His spiritual children; and will not you earnestly seek and cry to God for your natural children?”*³⁵

If you truly care about your children’s spiritual good, then please remove them from your local public school. Christ-centered, parent-directed, home-based education works. *Soli Deo Gloria!*

³⁵ Jonathan Edwards, *Sermons of Jonathan Edwards* (Peabody, MA, Hendrickson Publishers, Inc. 2005), 314


The Case for Christian College

By Amelia Harper

Like many homeschooling parents, my goal for my children has always been to provide them with a strong Christian foundation, to educate and enlighten their minds, and to prepare them for a life of service that will most likely extend beyond the four walls of our home. I have homeschooled five children for over eighteen years and this year watched the third child cross the threshold of high school graduation and go out into the world of adulthood where homeschooled students are inevitably faced with the question, "What now?"

For our family, so far, each of the children has chosen the course of Christian college education. Both my husband and I received a superior education at good Christian liberal arts college and strongly urged our children to consider that option, though we were supportive of other options as well.

Our primary goal was for them to prepare for their inevitable collision with the outside world yet still retain the faith of their fathers. We wanted their college experience to teach them independence of thought, but we also wanted them still to have a nurturing, supportive moral environment with clear rules and boundaries that limited the temptations they would encounter. We wanted them to examine the world they would be destined to face through the lens of a Christian worldview. We wanted, in short, to have them learn the skills that they would need to have to survive in the secular world, yet to gain this knowledge in an environment that would closely mimic the education they received at home.



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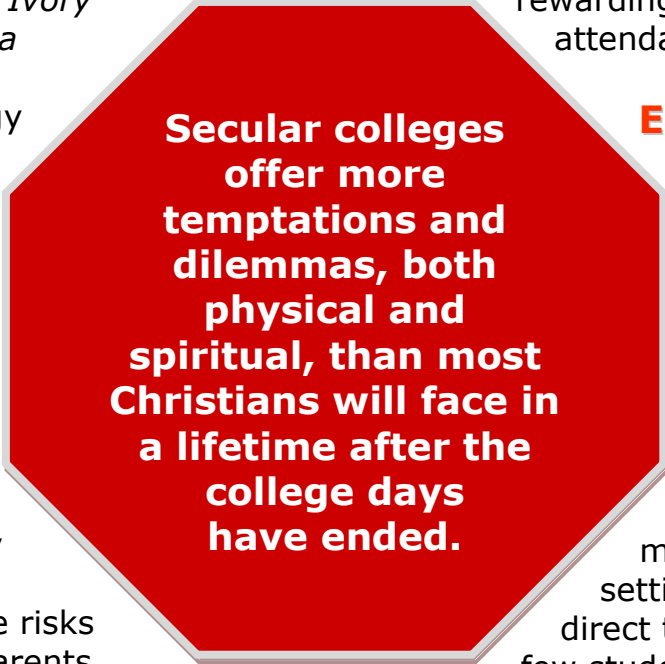
Clearly they would not get all that at a secular college. My husband, who is a pastor, had attended a state college for a while before attending a Christian college. He knew firsthand that Christians were often mocked, ridiculed, and

even threatened because of their faith. I had also heard that many secular professors consider it a personal challenge to break down the faith of young Christians and to impose a humanistic worldview in its stead. My suspicions of this were confirmed when I interviewed Professor Mike Adams for an article for TOS a couple of years ago. In his book *Welcome to the Ivory Towers of Babel: Confessions of a Conservative College Professor*, Adams, a professor of criminology at a state college in North Carolina, reveals the seamy underbelly of a system designed to lead young people to support a liberal, immoral, and antigodly vision of the world. (The article can be found in the archives of the [TOS website](#)).

It surprises me to see how many Christian homeschooled families choose secular colleges when the risks are so great. Why do so many parents carefully nurture and protect their children throughout their childhood only to throw them into Vanity Fair when the ink is barely dry on the diploma? Secular colleges offer more temptations and dilemmas, both physical and spiritual, than most Christians will face in a lifetime after the college days have ended. Sex, pornography, and

drug and alcohol use are considered rites of passage by many college-aged students in our culture.

However, a good Christian college can be an excellent transition for the important journey a child takes into adulthood. All this effort can be rewarding, for Christian college attendance has several advantages.



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Educational Advantages

Some students find that they benefit from the competition and deadlines that college attendance offers: these pressures keep them more focused and on track with their studies. Also, though distance learning is available for a number of college degrees now, many majors still require group settings, hands-on participation, or direct teacher instruction. In addition, few students actually are set in their career choices when they begin their college career. Often students find that the college experience broadens their horizons and leads them to career possibilities that they never even knew existed until they encountered them in their college studies.

Elisabeth Marlowe, a homeschooled student who recently graduated with an undergraduate degree in creative writing (with a minor in dramatic productions) from Bob Jones University and with a master's degree in secondary education from Pensacola Christian College, took classes both with distance learning and at Christian colleges. From her perspective, the college experience did a better job preparing her for her chosen field.

"Distance learning just isn't always practical for every major," Marlowe said. "I could not receive the education I desired from distance learning classes. One on one with teachers and peers is essential to crafting your desired field of expertise I couldn't have done that from home."

Direct Teacher Contact

Marlowe also noted that direct teacher contact made a big difference in the two college experiences. "I did take a few distance learning courses to help me complete my degrees at a level I could handle, but these were basic classes," Marlowe explained. "I took all of my core classes on campus. Having experienced a little of

each, I definitely prefer speaking with the teachers face to face. You can knock down the door, call up, or e-mail anytime to get help. If you're taking a class through distance learning, you can only receive help 9 to 5, and sometimes it's hard to explain your problems over the phone."



Extracurricular Advantages

Christian colleges also allow students to explore extracurricular activities and learn skills that are hard to learn at home. Through the college experience, my sons have taken music lessons, ministered in New York as part of a team, learned set design and lighting, played organized sports, served in leadership positions, worked in an art gallery, worked behind the scenes in operatic productions, and participated in a film project—all with Christian oversight. It would be impossible to duplicate this wide range of experiences in our small town.

Exchange of Ideas

College attendance allows students to have more freedom of discussion with others who agree—or disagree—with their opinions about a variety of subjects. As Jennifer Brown, a homeschool graduate who currently attends Liberty University explained, “College has prepared me for the real world in ways I didn’t expect, such as learning to defend (as necessary) my status as a homeschool graduate. It has also stretched me intellectually as I learn to defend my viewpoint against many others.”

Social Development

Christian college attendance allows students to make contacts with others who may become future colleagues in business or ministry. Also, for many homeschooled students who live in areas where there is limited contact with other young Christian adults, college may provide one the best ways to meet a future husband or wife. In any case, they are likely to form lifelong friendships with other like-minded students. As Marlowe said, “To me one of the biggest advantages would be meeting Christians.

“When you’re at a Christian college, you have the opportunity to meet, fellowship, and interact on a daily basis with thousands of Christians.”

When you’re at a Christian college, you have the opportunity to meet, fellowship, and interact on a daily basis with thousands of Christians. I’ve made my best friends at college and friends that I plan to work with in the future.”

Increase in Independence

Elisabeth Marlowe also noted how the independence she experienced in college helped prepare her for adulthood. “I also feel attending a Christian college helps especially homeschooled adolescents mature into godly Christian adults,” Marlowe said. “When I was in college, I was on my own to a great degree. I was responsible for my homework and classes, curfew, laundry, finances, and deadlines. College is kind of the prerequisite for living on your own. It weans you away from Mom and Dad’s constant care yet allows you to keep in contact with them. For me, college really helped me not to be afraid to take the first step toward being an adult.”

Spiritual Growth

Attendance at a good Christian college can also be the catalyst that propels a young person into a more personal relationship with the Lord. As students study the Word of God together, pray together, and see prayers answered in the lives of others, their own faith can increase.

In addition, for many students, the passage to adulthood requires a healthy examination of the basis of their faith. I know that I went through this even in a Christian college. I began to question the validity of my Christian beliefs and whether I truly believed this on my own or was merely parroting what I was taught to believe by my parents. For months I faced an intense crisis of faith, but when I finally found my footing, my faith was stronger than ever because I knew it was my own. Facing this crisis while studying in a Christian environment was hard, but I shudder to think what conclusions I might have come to in a secular college when any chink in the armor would mark me as fair prey for those who deny God.

Attendance at a good Christian college can also be the catalyst that propels a young person into a more personal relationship with the Lord.

For Elisabeth Marlowe, college had a great impact on her spiritual life. *"When I began college, one of my freshman roommates told me, 'God will break you in college.' I didn't understand that then, but I do now. God had to break my will so many times to remind me that He was in control and He knew what was best. If I hadn't attended college, I wouldn't be able to face life's difficulties now, but through college I saw God perform in my life, and now He daily reminds me of those times, and I know He's sufficient to see me through."*

Deciding what path to take after high school is not always easy, especially as we are now faced with so many options. For some people, distance learning may offer what they need. A friend of mine has, so far, had three sons attend a Christian college, but her daughter, who is now in high school, recently told her that she is seriously considering distance learning for college so that she can stay and minister in her home church. It is hard to argue with such logic. If you feel that God is leading you to pursue your college at home, a growing number of options are available.

However, Christian colleges are well worth your consideration if you are looking for a more traditional setting. These colleges offer a wide range of educational and social advantages for

the homeschooled student transitioning into adulthood. The best advice is to do as homeschool graduate Jennifer Brown advised: *"Make sure you are going where you believe God wants you."*

How to Choose a Christian College for Your Family:

The term "Christian" varies greatly when applied to colleges. Some are basically Bible colleges that are designed mainly to instruct pastors, teachers, and missionaries. Some are solid liberal arts universities that teach a wide range of subjects from a Christian worldview. Some are Christian in name only and abandoned solid Bible teaching years ago. For example, a representative from one college that has a denominational name once debated with me on a radio program about the advantages of teenagers exploring homosexuality. **Do your homework BEFORE you go to college.** Careful research can help you find the college that is the best fit for you and your family.

Read the school's statement of faith—

Christian colleges generally have a statement of faith that tells about the beliefs of the school. Check this out to see if you agree with what is taught at the school.

Check out the student handbook—

If possible, get a look at the student handbook that lists the rules and accountability procedures of the institution. No one *likes* rules, but rules can help protect students and instill the discipline they need in their future life. Parents may feel more comfortable about sending their child to a college that is committed to watching over students. And college rules often help students in the transition from a close-knit family environment to complete independence. For homeschooled students, this can be a real plus.

Check out the academic reputation of the school—

Academic reputation is not necessarily measured by accreditation. Some top-notch schools choose not to be accredited rather than compromise on issues imposed by a secular institution. Some are accredited by agencies that allow them to maintain their Christian worldview. For a student planning a career in a secular field, it is important to research how the institution is respected in the academic and business world. Ask admissions counselors what specific graduate schools accept the school's degrees. Also find out what organizations recruit from the college's student population.

Check out the catalog and website—

The catalog and website can tell you more than what majors are offered. Look at specific course titles and descriptions to learn more about the approaches taught in the classroom. Does the catalog reflect courses that teach a liberal social agenda masked as academic coursework as many secular colleges do? Is evolution taught as a viable alternative? What kind of clubs, organizations, and activities does the college endorse? All this can tell you more about the school's overall philosophy and help you learn if the school is a good fit for you.

Visit the campus—

Most colleges will allow prospective students and their parents to visit the campus and even attend a few classes, usually at no charge. This is a good way to get a better feel for campus life and see if it is for you.

Realize that no college is perfect—

Of course, you will not find a perfect place anywhere on this earth. Every college will likely have something that you do not like. There are advantages and disadvantages to every higher education scenario. But careful research can help you make a more informed decision. Also remember that not everyone who attends a Christian college is truly committed to the Lord. Use discretion in choosing friends and activities at Christian college as much as you would in your own hometown.

I Was Raised By Wolves

by Gena Suarez

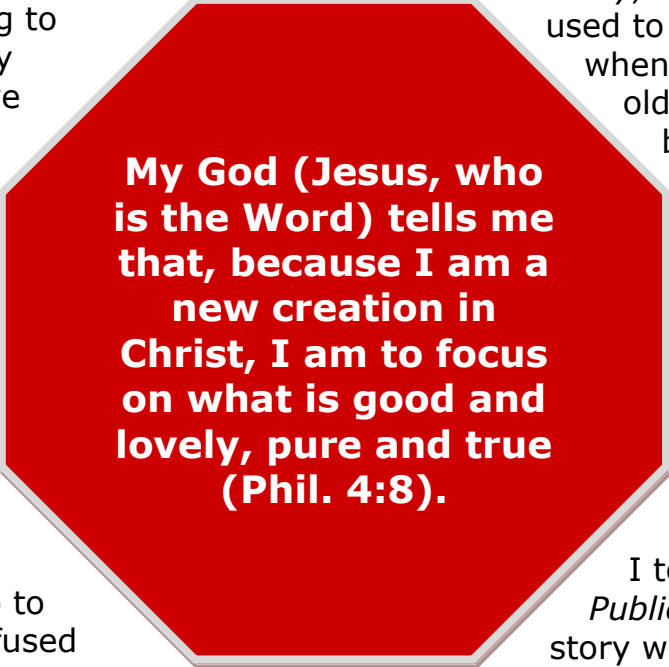
That sounds pretty bad, doesn't it? I'm not referring to my parents. My mother, in fact, is the one the Lord commissioned to bring me to Himself. I can't wait to see her again (she resides in Heaven). I'm not alluding to grandparents, aunts, uncles, or any other adult in my life who may have had a hand in my upbringing, indirectly or otherwise. *I'm talking about the ones who really raised me.*

I'm referring to my peers and even some of my instructors; they were my true mentors and teachers. Everything I learned about the streets came from them. Any profanity, sensuality, hair-raising talk of witchcraft, and revelations of what gangs really do to teens in some inner cities, were infused into my being, never to be forgotten. My mind was filled with all that I read in the school library; I won't elaborate for your sake and mine.

What a Difference

Johannah Bluedorn has written a book titled *My Mommy, My Teacher*. My Julia (now 14) used to cart that small book around when she was four or five years old, tucked under her little arm, because she loved the pictures. She couldn't read the words yet, but if she could, they only would have confirmed in her what the pictures were already conveying—there is safety with Mommy and Daddy. *Home is where Julia belongs.*


I too could write a book—*My Public School, My Teacher*. But my story would read very differently from Johannah Bluedorn's, who, by the way, was raised in a normal home and received a true education—hence, her genuine ability to create a book which brings comfort to children all over the world. My volume would be dark, most certainly lacking of much comfort. It would be explicit and



My God (Jesus, who is the Word) tells me that, because I am a new creation in Christ, I am to focus on what is good and lovely, pure and true (Phil. 4:8).

full of godlessness. It would contain heartbreak, rejection, shame, profound sadness, and abuse. Pictorially, it could be described quite easily. Here's a visual—an illustration, if you will: myself, Miss Gena Renee Wright, commencing at the age of kindergarten and moving up (chaotically) through my high school years, sampling every last piece of fruit off the Tree of Knowledge of Good and Evil. Not just gingerly tasting, either. Gorging, binging. In fact, my would-be book now doesn't even need words. That artistic depiction says it all.

I'll never write that book. My God (Jesus, who is the Word) tells me that, because I am a new creation in Christ, I am to focus on what is good and lovely, pure and true (Phil. 4:8). I have no desire to wallow in the mud of my past, my sin. I keep my mind far from reflecting on that tree from which I ravaged. Why should I continuously go back to it? God gets no delight from my reporting on it in detail—even if the last chapter is victorious. We are not to delve into sinful memories for the sake of general reflection. We're not to boast



But I had years ahead of desperate struggle based on the wolves' prior (and even very current at the time) influence over me—those who had raised me had brought me up well.

of our "sowing the wild oats" days, either. Why boast in what is sinful? The world is sick; everyone already knows that. Why savor it even in memory form? That can be a real trap, for others and for ourselves. Leave the sordid details in the dark, where they belong.

The Sponge

As a senior in high school, through a series of incredible, heart-wrenching events, I ran to Him and clung. The scales fell off my eyes and victory prevailed. The angels sang and Heaven rejoiced. *I was new, reborn!* I praise the Lord for drawing me to Himself. But I had years ahead of desperate struggle based on the wolves' prior (and even very current at the time) influence over me—**those who had raised me had brought me up well.** I could say I was a new creation, and I meant it. I could meditate on God's Word, and I really tried. I went to church and worshiped my God, my Savior. I recognized what He had done and who He is. But I had an entire "movie" still inside me, all

my memories. Film after film. Screenshot after still form. Profanity was my middle name; it was second nature. When you hear it thousands of times on a regular basis, it becomes almost a part of you. You default to "hearing" it internally even when you don't expect it (or want it!). Our children's minds are like sponges, and when they are little, what we allow in, stays in. Garbage in, garbage out—and in. It often stays. While now saved by the grace of God, my "sponge" was still full. And it was a dirty sponge.

Many of you were raised similarly. You know what I mean about the sponge. I don't want that for my children; it's not God's way. They are called to something much, much higher, and do you know what's really exciting about that? **The Lord has equipped us, imperfect mommies and daddies, to raise them up in a way they should go.** He gave us these precious gifts for a reason! *We can direct what hits the sponge.*

Our children's minds are like sponges, and when they are little, what we allow in, stays in. Garbage in, garbage out—and in. It often stays.

If They're Gone All Day

What does His word say about raising children? Deuteronomy 6:7—*You shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up.*

Can we achieve this if we send them out all day? Sounds like we are to be training them up in Him, teaching them, right? When we rise in the morning, when we lay them down at night, when we walk throughout the day and even while sitting with them in our homes. If they are gone all day long, how does this work? *Can it?* Even worse, **what about the sponge?** *Who is filling it?*

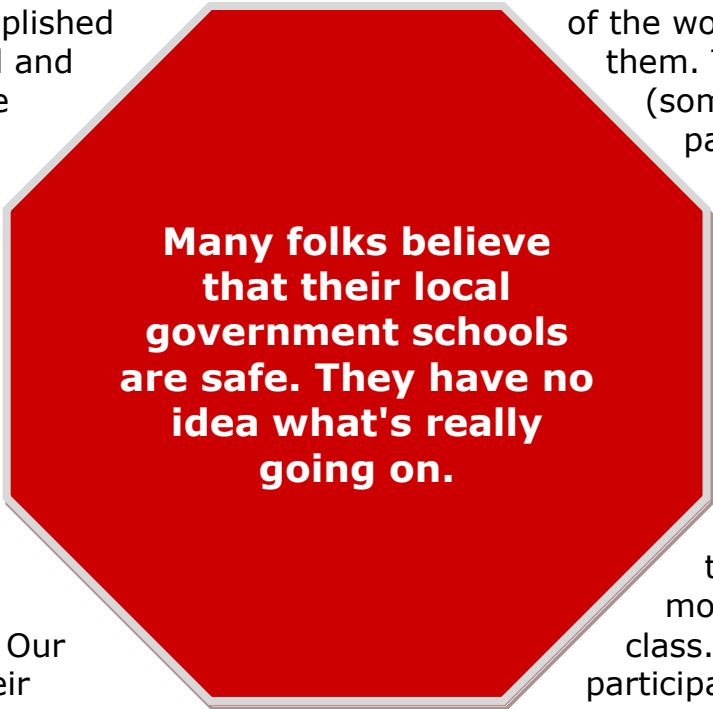
Even if you can get a few quick sound bites into them in the morning and at night, what about their real life? What about those who are truly raising them up? *Because if you send them away, make no mistake, you are not personally raising them up. Someone or something else is. Beware of this truth, please.*

The ones who raised me accomplished their goal. My sponge was filled and filled until it "ran over." And the things that ran out were a stench, pure sewage. I got quite the education while being raised by my wolves. And statistically, I should have ended up a wolf myself, wholly poised to carry on the tradition and raise my own.

But the Lord had the next generation in mind for something greater. He stopped the tradition in its tracks and issued Paul and me a new one. Our children are homeschooled. Their sponges are filled by those who we allow to influence them, namely, us. We fill them with God's Word, Truth itself. We tailor their education so that, unlike me, they actually receive reality, safety, security within that education.

What's Truly Going On

Many folks believe that their local government schools are safe. They have no idea what's really going on. I can tell you story after story, things that would drop your jaw. Parents are losing their Christian children to the world in droves because



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of the wolves who are truly raising them. They believe the lie (sometimes from their own pastors, even!) that, not to worry, they, the parents, are the ones actually raising their kids up, not the schools. They are blind to the homosexual agenda, the "religion" of evolution, the "swaying away from" their parents which they are receiving from their teachers and/or peers. Some school teachers literally tell the students not to tell their moms and dads what happens in class. Several schools force participation in "Gay Day" events or "tolerance assemblies." Kids have no choice but to go and watch the smut—but hey, this is "education."

Teens in Georgia were taken to an offsite clinic where some were given pap smears, AIDS tests, contraceptive devices, and a "good talking to" (more "education")—all without the parents knowing of the little field trip. And if the parents asked for the results of pregnancy tests or AIDS tests, guess what they were told? Basically, to mind their own business! Get over it. Have you heard of the Title X program? Look into it. There are "privacy rights" your child has that you

probably don't even know about—and it's all federally funded and made use of by many schools now. **If we turn our children over to the schools, they become the business of the schools.** And the parents are often the last to know, if at all. Is this why you had your children, to hand them over to a godless institution? Or are they YOURS to raise up as the Lord has instructed? Lord, cause us to take this seriously!


Parents are oblivious of the R-rated visuals their children are taking in on a regular basis, the exposure of pornography on the school buses, the hushed discussions and even sexual encounters their children get to gawk at. The parents are not there, so they do not know what happens during the hours and hours their children are away.

I was there in public school; I can tell you. These things exist, and it's by far worse today than it was for us '80s kids. And please don't assume that these things are only happening in certain schools. To some degree, ungodliness is happening in ALL public schools every single day. After all, God isn't even

"allowed" there anymore. And it will continue to spiral downward. That's the world's way.

No Greater Joy

I have no greater joy than to hear that my children walk in truth. ~ 3 John 1:4



Is this why you had your children, to hand them over to a godless institution? Or are they YOURS to raise up as the Lord has instructed? Lord, cause us to take this seriously!

How I love the above verse and cling to it. It reminds me in a very practical manner of my children's sponges.

May I work diligently to fill those precious minds with what is pure, lovely, and true. I pray that the Lord will bless our efforts. May our children grow to be faithful to Him, hopelessly in love with the very God who created them.

Anything else is simply for the wolves.

Sheltered

By Paul and Gena Suarez

Do you "shelter" your children? We're finding that's a bad word in some circles. Something is creeping into the church (and even the homeschooling community), and it isn't biblical. It is an "anti-sheltering campaign" of sorts, and it's full of holes. Think about it.

What does it mean to shelter?

Protect. Defend. Guard. Preserve.

Watch over. Shield. Safeguard.

Hmmmm, so far so good, right?

Sure, until "Christian pop psychology" comes in and tells us we should allow our children to taste a little of the world in order to understand it or pray for it (the kids being "salt and light" baloney in the public schools is a good example) - that we should not "over-shelter" them. Nonsense.


What's the opposite of shelter? *Expose.*

Endanger. We parents are called to be like our Father in Heaven. He is the greatest "Shelterer" there ever was, and it is us He shelters - or watches over; protecting us, preserving us, shielding us. Is God missing something, here? Should He instead follow the advice of those

(shamefully, some of these are even pastors!) who say to lay off a bit? Thankfully, the Lord is a bit wiser than that. *Praise Him for this!* Glory to God who knows how to parent (shelter) us perfectly!

May we as parents follow this model—His model. Let's continue to shelter (love) our children as He loves us. Dismiss the garbage that crawls in; don't buy it. We're promised there will be false teachers, liars in the church (and there are many). I want to keep my eyes focused on Christ, come what may.

By the way, someone once shared with me that when it comes to parenting, she would rather err on the side of being a little too careful/sheltering than to err on the wrong side. Paul and I agree wholeheartedly with this. We would prefer to be a tad "too" protective than to make a major mistake we can't take back once it's done. We've learned some hard lessons over the years.



There's no set formula for this, though, so don't let anyone try and give you one.

And as our kids get much older, as we see the Truth in them growing as they take on their own relationship with the Lord, complete with Godly convictions, we can loosen up the reins a little. There's no set formula for this, though, so don't let anyone try and give you one. You know your children better than anyone, and can assess their maturity in the Lord best.

After all, this is why you are homeschooling them (or did homeschool them through graduation), so that you can customize their education both academically, and most importantly, in God's word. But again, be careful. Do it slowly and if you're going to "go overboard", do so on the conservative end. Don't err on the wrong side.

And just to be clear, this doesn't mean to stop sheltering them. During the short time we have them, we have a responsibility to protect them and to guard them against ungodly influences and worldly displays the best we can. The wisest thing we can do right now is to soak them in God's word. Pour it into their hearts. Train them up in His ways so that as they get older and begin to leave the nest, they walk in Truth and can go out and start families, bringing

their own children up (tightly to their hips) in the love and admonition of their Lord.

May your sweet children rise up and call you blessed for your faithfulness and hard work in raising them up in Christ. It's not easy, it's often thankless (for years), and you can fall into doubts, especially when you come up against a whining 14 or 16 year old who wants his way (and wants YOU out of his way). Don't give into the doubts; that's a trap. Rather, lovingly stand firm. God stands firmly beside us, sheltering us. May we do the same for our children.

"Glory to God who knows how to parent (shelter) us perfectly!"

Parents

Keep sheltering them. You are bringing them up in the love and admonition of the Lord, not in the latest "homeschool philosophy." *God's word trumps any speaker! It dwarfs any author!* May you be blessed as you continue to walk in obedience of His word.

"Glory to God who knows how to parent (shelter) us perfectly!"

Lord, thank you for sheltering me. Please never stop. "Over-shelter" if You will (if there is such a thing). Fine with me!

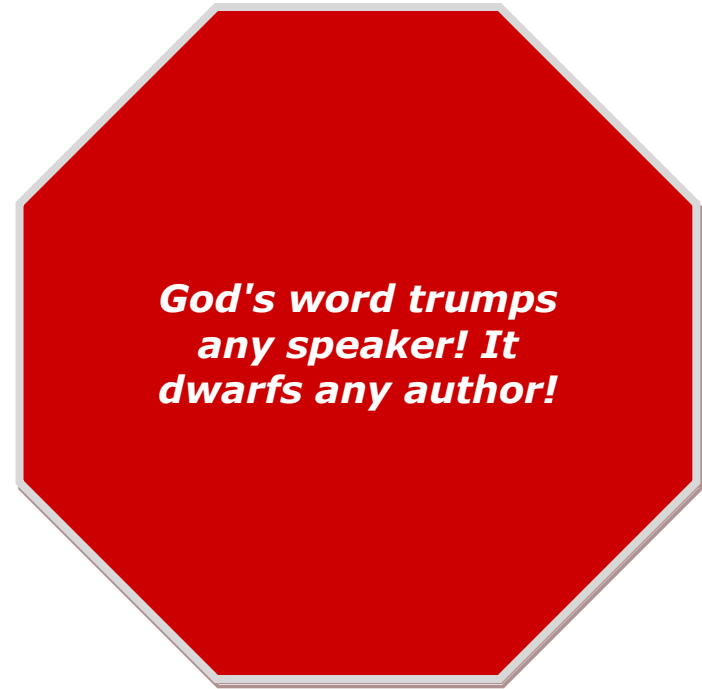
Over-protect, over-defend, over-guard me; please do! I'll take it all, Lord. Keep me tight to Your side. I'm safe in that place. There, I can breathe and thrive. It's where I find my hope in Christ.

For thou hast been a shelter for me, and a strong tower from the enemy. - Psalms 61:3

Action Point

Do you need to repent to someone today for looking down on (judging) them? Have you been a thorn in another parent's side over this issue? Who have you scolded or cryptically "spoken to" about their "overbearance" in regards to their own children? It might be time to humbly pick up the phone or shoot off an email.

Parents who strongly shelter their children are to be praised, not made to feel inadequate or odd. That's the world lying to us, there. *And this world is not our home.*



Conclusion

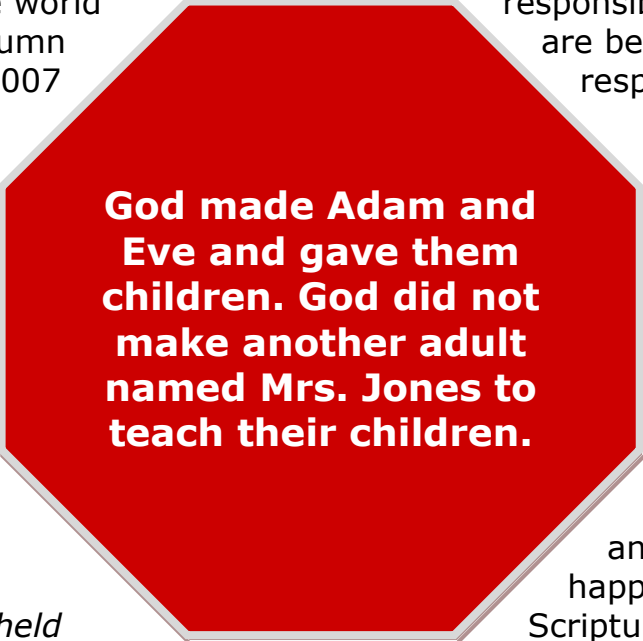
By Deborah Wuehler

So, whose responsibility is it to educate children? Many people today believe it is their *choice*, but not necessarily their *responsibility*. Let's look at what some of the "experts" in the world think. *Family Circle's* "Family" column had an article in the September 2007 issue dealing with the problem of too much homework being given to children and how parents could handle that. They talked about kids being stressed, sleep deprived, and disillusioned with learning because of so much homework. Not only is that a sad thought for those poor kids, the thing that really alarmed me was this big pull-quote in the middle of the article:

"Many parents feel they're being held responsible for their kids' education, instead of teachers and schools—and they resent it."

Oh my. Parents really believe (because they are being told and not thinking for themselves) that it is *someone else's* responsibility to educate their

child, and they resent being held responsible. So, parents have given the government control and now the government thinks it is their responsibility to make sure that children are being educated. But whose responsibility is it supposed to be?



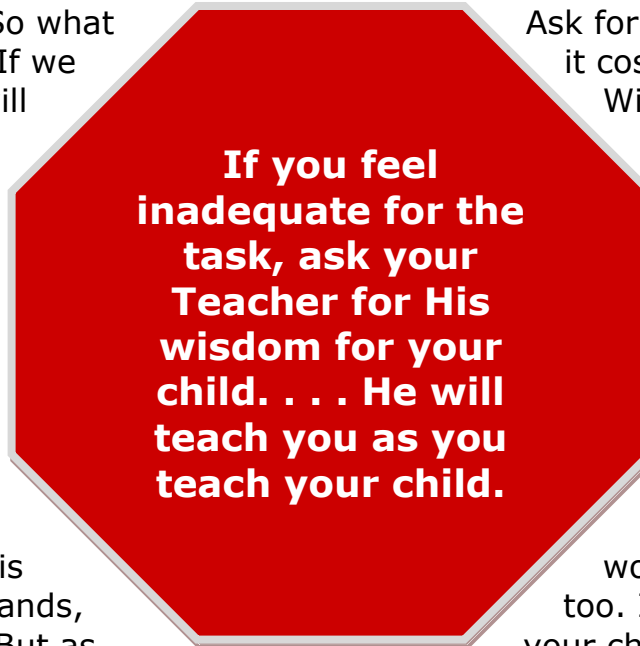
God made Adam and Eve and gave them children. God did not make another adult named Mrs. Jones to teach their children.

Let's start at the beginning: God made Adam and Eve and gave them children. God did not make another adult named Mrs. Jones to teach their children. God did not create a public bureaucracy to teach their children. It was the responsibility of that first family unit God created, and teaching and learning was to naturally happen within that unit. Throughout Scripture, God tells fathers (and mothers) to "teach your children that they may teach their children" (Psalm 78). This is usually talking about the wisdom and laws of God; however, this is where *knowledge* begins. The fear of the LORD is the beginning of *all* knowledge, and God created the family unit to embrace and teach and train their children in the

wisdom and knowledge of God. So what about what we call “education”? If we seek His Kingdom first, all else will be added to our lives to make us smart, productive, and excellent in character, that the world may see our good homeschool works and glorify our Father in Heaven.

To be responsible for a child’s education can look like an impossible, monumental, or even frightful task at the beginning. If we think we have his life (and education) in our own hands, we have the wrong perspective. But as we take our rightful responsibility, and then cast our cares on the One who knows our child inside and out, we can rest in the fact that it is really God that has his life (and education) *in His hands*.

If you feel inadequate for the task, ask your Teacher for His wisdom for your child. Ask Him what gifts and abilities He has already placed in each child and how you can further those things for His glory.



Ask for wisdom. Proverbs 4 says, though it costs all that you have, get wisdom. Wisdom begins in the Word of God and prayer over each child. Then trust that the Master Teacher will lead you in teaching your child, as He has given you the responsibility to do so.

He will teach you as you teach your child. The key here is to stay close to your Teacher and the commands He’s given you. How do you do this? Read His word daily; teach it to your children, too. It is His desire to bless you and your children as you keep them [Home Where They Belong](#).

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Additional Resources

Books

Brad Heath, [Millstones and Stumbling Blocks: Understanding Education in Post-Christian America](#)

Bruce Shortt, [The Harsh Truth About Public Schools](#)

Joel Turtel, [Public Schools, Public Menace: How Public Schools Lie to Parents](#)

Michael J. McHugh, [Christian Homeschooling: Foundations and Practices](#)

Michael J. McHugh, [Our Attitude Towards Christian Homeschooling-CLP](#)

Various, [E-Book: Turning Points in Homeschooling](#)

Scripture References

Matthew 12:30—*"But I say unto you, That every idle word that men shall speak, they shall give account thereof in the day of judgment."*

Ephesians 6:4—*"And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord."*

Psalms 127:3—*"Lo, children are an heritage of the LORD: and the fruit of the womb is his reward."*

Matthew 18:6—*"But whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck, and that he were drowned in the depth of the sea."*

2 Corinthians 10:5—*"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."*

1 Corinthians 2:14—*"But the natural man receiveth not the things of the Spirit of God: for they are foolishness unto him: neither can he know them, because they are spiritually discerned."*

Romans 1:18-25—*“for the wrath of God is revealed from heaven against all ungodliness and unrighteousness of men, who hold the truth in unrighteousness;*

Because that which may be known of God is manifest in them; for God hath shewed it unto them.

For the invisible things of him from the creation of the world are clearly seen, being understood by the things that are made, even his eternal power and Godhead; so that they are without excuse:

Because that, when they knew God, they glorified him not as God, neither were thankful; but became vain in their imaginations, and their foolish heart was darkened.

Professing themselves to be wise, they became fools.

And changed the glory of the incorruptible God into an image made like to corruptible man, and to birds, and fourfooted beasts, and creeping things.

Wherefore God also gave them up to uncleanness through the lusts of their own hearts, to dishonor their own bodies between themselves:

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.”

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.”*

Galatians 6:7-8—*“Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap. For he that soweth to his flesh shall of the flesh reap corruption; but he that soweth to the Spirit shall of the Spirit reap life everlasting.”*

1 John 5:2-3—*“By this we know that we love the children of God, when we love God, and keep his commandment. For this is the love of God, that we keep his commandments: and his commandments are not grievous.”*

2 Corinthians 6:14—*“Be ye not unequally yoked together with unbelievers: for what fellowship hath righteousness with unrighteousness? and what communion hath light with darkness?”*

Matthew 6:24—*“No man can serve two masters; for either he will hate the one, and love the other; or else he will hold to the one, and despise the other. Ye cannot serve God and mammon.”*

Acts 5:29—*“Then Peter and the other apostles answered and said, We ought to obey God, rather than men.”*

Proverbs 13:20—*“He that walketh with wise men shall be wise: but a companion of fools shall be destroyed.”*

1 Corinthians 15:33—*“Be not deceived: evil communications corrupt good manners.”*

Proverbs 6: 27—*“Can a man take fire in his bosom, and his clothes not be burned?”*

Matthew 18:1-6—*“At the same time came the disciples unto Jesus, saying, Who is the greatest in the kingdom of heaven?”*

And Jesus called a little child unto him, and set him in the midst of them,

And said, Verily I say unto you, Except ye be converted, and become as little children, ye shall not enter into the kingdom of heaven.

Whosoever therefore shall humble himself as this little child, the same is greatest in the kingdom of heaven.

And whoso shall receive one such little child in my name receiveth me.

But whoso shall offend one of these little ones which believe in me, it were better for him that a millstone were hanged about his neck and that he were drowned in the depth of the sea.”

1 Corinthians 8:11-13—*"And through thy knowledge shall the weak brother perish, for whom Christ died?"*

But when ye sin so against the brethren, and wound their weak conscience, ye sin against Christ.

Wherefore, if meat make my brother to offend, I will eat no flesh while the world standeth, lest I make my brother to offend."

Romans 14:13-23—*"Let us not therefore judge one another any more: but judge this rather, that no man put a stumbling block or an occasion to fall in his brother's way.*

I know, and am persuaded by the Lord Jesus, that there is nothing unclean of itself: but to him that esteemeth any thing to be unclean, to him it is unclean.

But if thy brother be grieved with thy meat, now walkest thou not charitably. Destroy not him with thy meat, for whom Christ died.

Let not then your good be evil spoken of:

For the kingdom of God is not meat and drink; but righteousness, and peace, and joy in the Holy Ghost.

For he that in these things serveth Christ is acceptable to God, and approved of men.

Let us therefore follow after the things which make for peace, and things wherewith one may edify another.

For meat destroy not the work of God. All things indeed are pure; but it is evil for that man who eateth with offence.

It is good neither to eat flesh, nor to drink wine, nor any thing whereby thy brother stumbleth, or is offended, or is made weak.

Hast thou faith? have it to thyself before God. Happy is he that condemneth not himself in that thing which he alloweth.

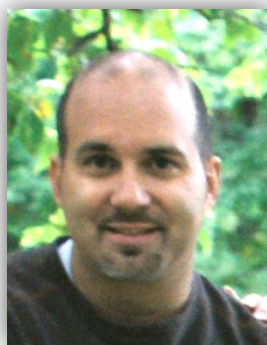
And he that doubteth is damned if he eat, because he eateth not of faith: for whatsoever is not of faith is sin."

Galatians 4:19—*"My little children, of whom I travail in birth again until Christ be formed in you."*

About the Authors



Gena Suarez and her husband Paul are the owners/publishers of The Old Schoolhouse® Magazine, LLC. Paul and Gena have six children, and they hope to have a few more if the Lord allows. They have been homeschooling since their births, which began about 21 years ago. Gena enjoys strong coffee, good books, and spending long periods of time in the van with her family. Come find her at Facebook, or become a "fan" of TOS Magazine's [Facebook](#) page. To reach Gena, email her at publisher@thehomeschoolmagazine.com.



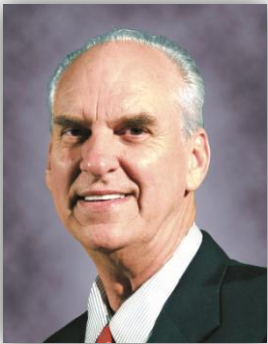
David d'Escoto is a teaching elder, has served in various ministry leadership roles, teaching catechism, marriage workshops, men's groups, and administrative positions. He and his bride of 19 years, Kim, co-authored *The Little Book of Big Reasons to Homeschool* (B&H Publishing Group) and its companion *Bible Study* and co-hosted the radio program "Homeschooling for Life" from 2007-2008, archived at their website. They have homeschooled their five children for over ten years and are passionate about spreading the homeschool vision, encouraging families to train up their children for God's glory. Sign up for their newsletter or inquire about speaking engagements at www.dexios.info.



Amelia Harper is the author of *Literary Lessons from the Lord of the Rings*, a complete one-year literature curriculum for secondary level student, and is owner of *HomeScholar Books*. She is also a contributing editor for The Old Schoolhouse® Magazine, a national homeschool publication. She has homeschooled her five children for 18 years, including three who have homeschooled through high school. She is also a pastor's wife who works as an English tutor and is an award-winning journalist with over 300 published articles and poems to her credit. For more information, please go to www.HomeScholarBooks.com.



Antony Barone Kolenc (J.D., University of Florida College of Law) is an attorney, author, and speaker. He practices law in the U.S. Air Force. He and his wife, Alisa, have homeschooled their five children for over a decade. Tony writes and speaks on cutting-edge legal issues that homeschoolers care about, including the separation of church and state. He is also the author of the inspirational historical fiction trilogy, *The Chronicles of Xan*. To learn more about him, or to request him as a speaker at one of your events, visit his website at www.antonykolenc.com.



Pat Marcum and his wife began homeschooling their children in the early 1980s. Pat is a marketing consultant, developer of the successful *Homeschool Headquarters* marketing program for retail bookstores, and is an author and speaker on Christian homeschool issues. Pat believes all Christians must consider the important spiritual implications of placing children under the authority of a secular institution where they receive a godless education. He encourages parents to keep their children home under their protection and spiritual guidance.

How to Begin Homeschooling

- 1. Discuss With Your Spouse:** Educating your child at home is a huge decision and should be one that is made with your spouse. Do not begin unless you are in agreement about this decision. You will need the support of your spouse not only at the beginning, but also throughout the year.
- 2. Research the Homeschool Laws Applicable in your Area:** Be fully aware of the legal requirements before you begin and especially before you take a child out of public school. For the U.S., each state's legal requirements can be found on the www.HomeschoolLegal.com website. Internationally, refer to www.HSLDA.org.
- 3. Research Styles of Home Education:** There is no single right way to educate your child at home; however, there are many differing philosophies you may want to consider.
 - **Charlotte Mason:** Based on a method introduced by nineteenth-century educator Charlotte Mason, this approach includes nature studies/journaling, narration, and living books.
 - **Classical:** Based on Dorothy Sayers' *The Lost Tools of Learning*, in which child development is broken up into three "stages" of learning commonly called "the Trivium."
 - **Delight Directed:** This puts the learning in the hands of the child, based on his or her interests. Parents help facilitate this type of learning with appropriate instructional materials.
 - **Eclectic:** A mix of philosophies and curricula to accommodate each child's abilities and interests. Parents choose from any method or style only those components that fit their specific needs.
 - **The Principle Approach:** An approach based on the principles of our Founding Fathers and an emphasis on God's Word as the basis for every subject.
 - **Traditional Textbook:** Normally uses a full-range, packaged, textbook-type curriculum that also may include a scope and sequence, testing, and recordkeeping.
 - **Unit Studies:** All or most core subjects are covered while studying any one topic or unit of study, using a variety of resources and supplemental activities.
 - **Unschooling:** A relaxed setting where learning is directed by the child. Parts of this philosophy are based on research by John Taylor Gatto and John Holt.

- 4. Find Support:** After finding your style of choice (or a mix of more than one choice), you may want to choose a support group that reflects that specific style or just a general homeschool support group in your area. Meeting with other home educators offers encouragement as well as knowledge and assistance with your homeschool questions. Often, organized classes or activities for your children are offered through support groups as well. For information about homeschool support groups in your area, check these listings:

U.S.:

www.TheHomeschoolMagazine.com/Homeschool_Nations/State_Listings.php
www.HomeschoolLegal.com

UK:

<http://www.home-service.org/>
<http://www.heas.org.uk/>

New Zealand:

<http://www.che.org.nz/>
<http://hef.org.nz/>
<http://www.ahe.org.nz/>
<http://www.homeschoolers.wellington.net.nz/>
<http://community.library.org.nz/cgi-bin/display.pl?id=296>

Guam:

www.HomeschoolBlogger.com/guam
<http://www.tumon.com/ghsa>

Australia:

<http://www.hea.asn.au/hea/>

Canada:

www.shbe.info
www.machs.mb.ca
www.aheaonline.com
<http://nshea.webcentre.ca/>
<http://www.eho.org/support/canada.asp>

- 5. Gather Resources:** Some families start with a complete curriculum package, while others start with a notebook and a library card. Choosing your resources depends on your style or method of education and your own interests. If you are financially burdened, there are free homeschooling resources on the web, as well as discounted, used books in abundance.

You Can Do This! Parents around the world are taking back their God-given responsibility to educate their children, and you can too. We have developed two downloads to help you get started:

- ✓ [Homeschool With Confidence](#)
- ✓ [Simple Recipes for Successful Homeschooling](#)

Disclaimer: The above information is not intended as legal advice and should not be construed as such. Please check the legal requirements in your area.

To a Homeschool Mom **By Amelia Harper**

He gave this gift with gentle hands,
A treasure rich and rare;
But sand and rock and rugged stone
Obscured the gem so fair.

“I give this gift to you,” He said,
“To polish and to prime;
The future lies within your hands,
So make use of the time.”

Some others placed their precious gifts
Within another’s care,
Because they knew the craft took time—
And time they could not spare.

But you were not content to trust
This task to other hands.
You sought to teach yourself the craft
That such a task demands.

For, you said, “No other hand
Can craft this gem so fair;
My loving eyes can better see
The treasure hidden there.”

So carefully you chipped away
Till brilliance sprang from stone.
You shaped each facet, smoothed each face,
Until the task was done.

Some days you feared that you would fail;
Some days, you saw success.
But still you labored on with love
And gentle tenderness.

Thus, soon the gem He gave to you
Reflected Light sublime;
And then you knew no other task
Was better worth your time.

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