

A Case For Christian Education



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I. Introduction

I have been in Christian Education since 1985. During the last 23 years, I have served various Christian Schools as teacher's assistant, supervisor, principal and now as Principal/Administrator of Word of Truth Academy in Huntsville, AL. All four of my children have been in Christian education from kindergarten through high school. They have gone on to attend different universities with no ill effects from not being in public schools. I've heard many people say that without the "socialization" and big sports programs, children in Christian schools have no chance in colleges and definitely no chance in the military. All I can say is, "Not so!" My oldest child, Marsha, is now working on her doctorate in health, and works as a technician in a kidney dialysis center. Our 25 year old son, Matthew, upon graduating from high school in 2000, went to MTSU in Tennessee and was also part of the ROTC program. He joined the Air Force in 2001 and was with them for a year, at which time he received an honorable discharge due to medical issues. He now lives in Hawaii and plans to work on his degree in electronics, while working as a tech for an alarm system company. Andrew, our 20 year old, is currently attending Liberty University in Lynchburg, VA., with plans on being a Pastor. He wants to go back to get his Master's Degree at Liberty while pastoring his first church. David, our youngest, is a senior this year in high school. He also plans on attending Liberty University, going into the ROTC program and becoming an officer in the Air Force.

My husband and I, of course, attended public schools while growing up. The schools of today have much worse behavioral issues than when we were in school between 1959 and 1972. I think the worse thing I can remember anyone getting in trouble for was skipping school and chewing gum. I can't say that for the schools of today. Columbine High School in Colorado showed us first hand what the public schools of today constantly have to deal with and worry about. Some schools now have metal detectors which students must walk through before entering the school doors.

When did American public education become this way? Why can't our school officials and city leaders do something about the violence and behavior of students in this day and time? How can we, as Americans, deal with these issues, especially when our own children are part of this educational system.

It is my hope that these questions and more will be answered in this document. I want to show the differences between Christian schools and public education, their histories, their advantages and disadvantages.

Mrs. Marilyn Cheatham

II. Christian Education Defined

Christian Education... what exactly is the definition? Well, let's break it into two definitions.

Christian: One who follows the teachings, faith, and love of Jesus Christ of Nazareth. One who constantly endeavors to walk in the steps of the Son of God. One who lets the worship and dedication of their lives follow one person in three entities: God the Father, God the Son and God the Holy Spirit.

Many believe a Christian is anyone who attends a church. Unless that person has a personal relationship with Jesus, the Son of God, then I'm sorry to say that he or she is not a Christian. God's Word states in John 3:16, "For God so loved the world that He gave His only begotten Son, that whosoever believeth in Him shall not perish but have eternal life." Some have heard about Jesus, some claim to know Him, but unless the commitment is made to believe IN Him, they are not saved. You can work in a church; you can give all your money and time to the poor; you may even give your life for someone, but unless you KNOW HIM, JESUS, personally, you have no future in heaven.

A person who knows Jesus spends time with Him. To read His Word, pray, fellowship with other believers, worship Him and serve Him in any capacity is what a Christian lives for. This includes working in a Christian School.

Education: Here we will look at the Webster's Dictionary definitions.

- 1. The activities of educating or instructing or teaching; activities that impart knowledge or skill.*
- 2. Knowledge acquired by learning and instruction.*
- 3. The gradual process of acquiring knowledge.*
- 4. The profession of teaching (especially at a school or college or university).*
- 5. The result of good upbringing (especially knowledge of correct social behavior).*
- 6. The federal department that administers all federal programs dealing with education*

Many of the references to "Christian Education" only include the education within a church congregation. Vacation Bible School, Training Union, Sunday School, AWANA, Girl's Auxiliary, Bible studies, etc. These are so important to the individual church, but these are not the only areas Christian education.

A Christian school is one in which all the staff members are born again, have Jesus as first place in their lives and believe that all students have the right to a Godly education. The teachers use not only core subjects like math, grammar, history, science, spelling, and literature, but they also introduce the life and character traits of Jesus. They implement Bible memory work into daily activities. Christian Education is where students acquire knowledge and wisdom in a Christian atmosphere where the Bible is used and prayer is encouraged. The person of Jesus Christ is placed first in every area of the school program: curriculum, morning devotions, physical education, sports,

extra curricular activities, lunch, administrative duties and so on. God's Word should be final authority on every decision made in a Christian School. According to the American Association of Christian Schools, a Christian School is defined as such:

“A Christian school is defined as a Christian institution established and operated for the education and spiritual preparation of students attending nursery schools, kindergarten, elementary/secondary schools, and church schools. A Christian school subscribes to the historic Christian faith as set forth in the Scriptures and as upheld by such educational organizations as the American Association of Christian Schools.”

III. Differences Between Christian And Public Education

As an educator, I've seen anything and everything imaginable from students who have come from the public school system into the Christian schools where I have taught. Most parents are fed up with the way their children are receiving or not receiving instruction from our Government funded schools. I've seen some children coming in to the 7th and 8th grades who cannot even read. Thankfully, we have a computer program designed to teach the basic phonetic system which enables them to learn to read at a much quicker pace. This should not be. What are our children learning in the public schools? I've heard some say that instead of learning phonics, they learn the look-say method of reading. See a picture, know the word. What happens when the student sees something that was not included in the look-say flash cards? How does he/she learn to spell with this kind of method? I've seen some of the most atrocious spelling coming from students being transferred to Christian schools. Many teachers in the public schools say it doesn't matter how a word is spelled, as long as the child knows what he is talking about. I wonder what Noah Webster would have to say about that!

Serge Mikhailov from Ababasoft.Com says it this way:

Phonics or "Look-Say"?

"Reading is the key to independently accessing knowledge. Without the acquired skill of comprehending the written word, a child is severely limited in his ability to investigate the world. Reading is the first step toward raising an independent learner.

During the past 40 years or so, there has been a raging debate in education circles over the best method to teach reading to children: whole word (also called "look-say") versus phonics.

Look-say is based on memorization of the shape of the word by focusing on the letters that make it up—not on the individual sounds of those letters. For example, the word "bat" in look-say would be taught by giving the child a picture of a bat with the letters b-a-t written beneath the picture. Then, the teacher prints the word again and hopes that the child remembers what the word "bat" looks like spelled out.

*Phonics, by contrast, encourages an association between the letters and the sounds they represent. With "phonics-first" (the term coined by Rudolf Flesch in his book, *Why Johnny Can't Read*, 1955, Harper and Row: NY) the child is taught the sounds for b—a (short a)—t first, and then is encouraged to blend the sounds from left to right to make the word: bat. The phonics method of teaching reading makes explicit the fact that letters are symbols for sounds.*

With phonics the child is taught a method of decoding written sounds, which enables him or her to use a mental tool for deciphering unfamiliar words. Although not all English words are strictly phonetic, a great many of them are. Once the child can read simple books, words that present exceptions to the rules of phonetics can be dealt with as they come up in context.

I am an advocate of the phonics method for teaching reading. A mental tool that can be used for figuring out new words is far superior to sheer memorization, for there's no way a child can possibly memorize the vast number of words that he or she may encounter. It's much better to teach them a

method to decipher words on their own. They gain a sense of efficacy due to their new ability to discover things independently.”

Another problem parents are discouraged about is the discipline issues they see in the public schools. One parent came to me last January to enroll her daughter in our school. The girl had been suspended from school several times due to fighting. We enrolled her on a probationary status thinking she just needed to be in a smaller school setting with Christian friends and teachers. She did alright for about two months and then because of defiance and disobedience, we had to let her go. She had no respect for authority. She openly defied her own mother in front of the school staff, the day care workers and some of the students, which earned her getting a slap across the face by her mother. She was constantly getting into heated discussions with some of the other students and she openly resisted any direction or discipline from the school administration. My only recourse was expulsion. I couldn't have other students being influenced by that type of behavior.

Almost all students who transfer to our school from the public schools have consistently shown lack of knowledge in the areas of English and Math. We give diagnostic tests in all core curriculum areas and most transferring students come in being one to two grade levels below where they actually need to be. I have high school students in 10th and 11th grades who haven't even mastered fifth and sixth grade English and Math. Why is there such a problem? What is being done about it? Does a Christian school have all the answers?

Learning Styles

Some children do not learn as other children do. What do I mean by that? There are basically three different styles of learning:

1. Visual
2. Auditory
3. Kinesthetic

The Visual learner gains knowledge by “Seeing”. For instance, many children love to read. They like to see written words, pictures and color. These things enhance the learning process in these children.

The Auditory learner, on the other hand, learns from “Hearing”. One of my sons was more auditory than the other two. Andrew could listen to a lecture and almost verbatim, give you every word spoken by the lecturer. Auditory learners do well in a classroom atmosphere with a teacher who verbally instructs the students.

Finally, the Kinesthetic learner actually learns from “hands-on” instruction. This child learns better by “doing” rather than listening or reading. He loves things like puzzles, computer games, sports, etc.

Public schools put all the students in the same learning atmosphere. They are expected to learn in exactly the same way the other students learn. You have one child who sits quietly and listens to the teacher read a story. At the same time, Johnny is making paper airplanes and throwing them at a friend. Child number three is drawing pictures or writing a note to someone in the class room. He or she might be staring out the window at a bird who is building a nest. Who is going to remember

the story the teacher is reading? That would be our auditory learner. Why? Because he is focusing on hearing and learning.

In another class, the students are asked to read a chapter in their history book. Mary buckles down and sets to work, making sure she remembers everything she can about this particular chapter. There will be a quiz tomorrow! Another student is having a hard time comprehending what he is reading. He begins to look around the room trying to find someone else who doesn't really want to read this chapter. Of course, there will always be someone with the same mindset. Eventually they end up writing notes back and forth or going to sleep to pass the time away. I wonder who will pass the quiz?

Then, there is the kinesthetic class. Joey is in the Auto Mechanics class and absolutely loves getting his hands dirty and diving under the hood of that car to see what he can learn today. A few of the boys in the class are only there because they wanted an easy, "basket-weaving" course. They don't like getting their hands all messy with grease and avoid it as much as possible.

Public schools make education something similar to an assembly line in a factory. Put all the students on a belt in first grade, expect them to all learn at the same rate, and pass them on the second grade at the end of the school year in spite of the fact that nearly half of the kids aren't ready to advance. This goes on for twelve years and by the time graduation comes around, a lot of these children can't read, can't do math any higher than basic adding and subtracting and don't know anything about American History or Physical Science. Of course the exemplary few go on to college but where does that leave the rest of the kids who didn't pass quality control? Even if they do choose to go to college, they have to take remedial courses if they don't pass the entry exam. Why have the government funded schools not done anything about this? Do they not see the problems? If they do, why is nothing being done?

In the next part of this paper, I want to quote some of the statements made by Mr. Dan Smithwick from June 2002.

"Public schools (or as some like to say, government schools) have come upon hard times in the past several years. One would be hard-pressed to find a community where the public school system is not having serious problems. While gun-shootings get the most coverage, understandably, there are many, many other problems plaguing the 150-year-old experiment of government-run education. Budget crises, teacher shortages, facility problems undisciplined youth and now more frequently, problem-parents plague most school districts. In addition to these is the fundamental problem- poor education. Standardized test scores have fallen dramatically over the past few decades. Both college and business leaders lament at how poorly educated are high school 'graduates.'

For the first two centuries of our nation, civil government had no voice in education. In the last century, it has wanted to be the only voice. We spend more money (tax money!) on education per pupil than any other industrialized nation yet rank near or at bottom in academic performance, especially in math, physics and sciences. Why? The answer is theological in every sense.

I want to give nine reasons why the church today should cease using state-run schools. I also want to acknowledge upfront that there are, often times, circumstances why Christians believe they have to use the public schools. It is neither my place, nor anyone else, I believe, to judge all situations

from afar. I will say more on this later. But first, some background on the theological basis for arguing why the church should abandon public schooling.

Here is the fundamental issue:

Jesus said, "Man shall not live by bread alone, but by every Word that proceeds from the mouth of God." (Matthew 4:4) For the past several decades it appears that leaders of our nation, particularly in the field of education, have systematically set out to demonstrate that Jesus didn't know what He was talking about. From the removal of the Ten Commandments in the classroom to denying prayer in school to forbidding any display of religious objects in public places (including a closed Bible on a teacher's desk), our nation has determined to become a secular people officially. No Word, just bread; no supernatural, just natural.

The fruit of this removal of Christianity from the public square is apparent to anyone who wants to see- a decrease in good things (honesty, morality, literacy, family coherence, etc.) and an increase in bad things (crime, sexual immorality, bankruptcies, business and government corruption, family breakdown, etc.). Within a few short generations, our nation has been changing from liberty to bondage (government dependency), from free enterprise to socialism, from creditor status to debtor status, from community spirit to isolationism, from honoring God to ignoring Him

The seedbed for this change I believe, more than any other place, has been the public school classroom. When the public/government school system began in the early 19th century, it was absorbed in an environment of Christian ethics held to publicly and privately since the days of the Pilgrims. Prayer, Bible reading and fear of the Lord were the foundations of learning. Not anymore. The spiritual capital inherited by the public school system has been spent and will not be replenished.

But America didn't enter this experiment of non-religious secular education without warning. Theologian and educator Dr. A.A. Hodge, Princeton Theological Seminary, said, "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."

Scholar J. Gresham Machen said "An education that trains the mind without training the moral sense is a menace to civilization rather than a help." On January 12, 1926, Machen testified before a Congressional committee on the dangers of creating a federal Department of Education. He stated, "Do we want a federal Department of Education, or do we not? I think we do not. And I am asking your permission to tell you very briefly why. We do not, I think, want a federal Department of Education because such a Department is in the interests of a principle of uniformity or standardization (emphasis mine) in education which would be the very worst calamity into which this country could fall."

Martin Luther said, "I'm afraid that the schools will prove the very gates of hell, unless they diligently labor in explaining the Holy Scriptures and engraving them in the heart of youth." America's government-run education system has proven Luther right. These men, and many others, gave us clear warnings about government-run, secular, no-Bible education. But the church pressed on. It bought the concept of "free" education and surrendered her

posterity to be raised by the state. Would to God that all parents would have seen the error of this as clearly as one parent from Iowa who said, "I don't want my children fed by the state. I don't want my children clothed by the state. But I would prefer either to their being educated by the state."

'Insider' John Taylor Gatto, 1991 New York State Teacher of the Year, speaker, author of Dumbing Us Down and The Exhausted School, stated, "We live in a time of great school crisis. Our children rank at the bottom of nineteen industrial nations in reading, writing and arithmetic. At the very bottom, our teenage suicide rate is the highest in the world and suicidal kids are rich kids for the most part, not the poor. In Manhattan fifty per cent of all new marriages last less than five years. So something is wrong for sure."

Education expert Samuel L. Blumenfeld stated, "The plain, unvarnished truth is that public education is a shoddy, fraudulent piece of goods sold to the public at an astronomical price. It's time the American consumer knew the extent of the fraud which is victimizing millions of children each year."

Pastor and author Douglas Wilson captured the situation well by saying in Recovering the Lost Tools of Learning, (1991) "For over one hundred years, Americans have been running a gigantic experiment in government schools, trying to find out what a society looks like without God. Now we know."

Nine Reasons To Say No To Public Schools

Here are my nine reasons why Christians should no longer use public schools (and really never should have).

1. Unsafe environment.

Surely, every parent in America has heard about the gun-shootings in more than a dozen public schools over the past several years. What Mom hasn't worried as she watched her child go off to school wondering if today it might happen to them? But there are tens of thousands of students who go to their public school daily without ever being confronted with such violence. There are lesser-degree acts of violence (fights, sexual abuse, name calling, teasing, etc.) but these problems show up in private schools as well. Even drug and alcohol problems occur in Christian schools, but to a much smaller degree. Public schools are unsafe in many ways, but I believe it belongs last on the list of "top nine" reasons for Christians not enrolling their children in them.

2. Negative role models.

The Bible says, "Do not be deceived: "Bad company corrupts good morals." (I Cor. 15:33) An environment where the majority of people are not Christian is unquestionably going to produce a different ethic than will occur when nearly all are Christian (faculty and students). The value system, or worldview, of non-Christian teachers and students will produce a 'normal' environment that is hostile to Christianity. If we believe the Bible to be true, it simply cannot be any different.

Most students like to model their teachers, especially when they are viewed as "cool." However, the morals of Christian-family youth are being corrupted when the lifestyle of their teachers reflects

such anti-Christian views as gay rights, abortion rights, and sex before marriage. Believing otherwise is already proof that the warning of this scripture was ignored ... you have been deceived.

3. Reverse "Evangelism".

Many Christian families state that a key reason for staying with the public school system is to be 'salt and light' to a pagan culture. I think this may be an excellent reason for an adult who is called to teach and who has a burden for evangelism of the lost. There are many Christian teachers in public schools who choose their work for this reason and my hat goes off to them. They are undoubtedly facing in-your-face hostility to Christian principles and yet remain there to pray for the lost, be a witness for Christ and give the best education they can to students. But the 'salt and light' concept ends there. I think it is unwise (dangerous?) to send little-trained or untrained youth to perhaps the key battleground of Humanists (the public school classroom) and expect them to be effective in winning over unbelievers, adult or student. The evangelism is working in reverse far too often as is evidenced by Christian-family youth adopting morals of their unbelieving friends.

4. Godless curriculum.

School is about learning and learning is about knowing truth. Fundamental to the Christian faith is the axiom that God IS truth. God chose to reveal Himself in Word-form (the outworking of truth) in four primary ways: 1) By His spoken Word, "Let there be" "creation came into existence, with order and purpose; 2) By inspiration, His written Word was given to us in the scriptures for right living; 3) By incarnation, His Word was given to us in flesh (Jesus Christ) for our redemption; and 4) By His final Word all will be judged, "For all who have sinned without the Law will also perish without the Law, and all who have sinned under the Law will be judged by the Law;" (Romans 5:12) When schools use a curriculum that is completely void of God's Word, how can we possibly expect students to be educated? How can we expect our children to be blessed; to be successful? Peter Marshall said, "Let us not fool ourselves- without Christianity, without Christian education, without the principles of Christ inculcated into young life, we are simply rearing pagans." A Godless curriculum will produce a Godless people.

5. Public schooling is not thorough.

Pick any subject taught in K-12 education, if it has been taught apart from the knowledge revealed in scripture, it is incomplete (and likely inaccurate). History, biology, mathematics, sociology, science, language, arts, economics, government, -- each are openly addressed in scripture. In other words, the God who made all creation has also told us how to understand creation. Why would we want to go to the effort and expense of having our children educated for 12-16 years ignoring what the original Author has to say about the subjects we are teaching? It makes no sense, except for the fallen mind who wants no part of God. As Christians we understand this dilemma for the unbeliever, but why should we give our children to them for the primary instruction of their lives? Take history for example. Schools teach world history. But do students in public schools learn the factual history of mankind: formations of people groups, nations, or why certain civilizations came and went? What about the origins of different languages? Do they learn of the individuals who were greatly used of God in shaping civilization- Noah? Abraham? Moses? David? Paul? Are they taught about some of the world's greatest events such as Creation, the Flood, the birth, death and resurrection of the Son of God, by whom the school's calendar is dated? Not likely.

What about U.S. History? It is beyond the scope of this article to make the case for America's foundation being squarely laid upon Christianity. I will only quote Dr. D. James Kennedy, "Today there are those who gnash their teeth at the very mention of the fact that America was founded as a Christian nation. But the facts of history are not easily dismissed, though they are certainly ignored in our schools and in many of our modern, revisionist history books." Yet public schools have dismissed this part of U.S. History. Students can receive an "A" in history and never have to know what the original Author had to say or to know of His hand on our history. This is not being educated.

6. Poor academic results.

It is secret to none: Public school students, to a large degree, are simply not well-educated. Much has been written about the 'dumbing down' of our public schools. There are exceptions of course. Some youth, because of their gifting and good homes, are excelling in public schools in spite of the overall deterioration of the system. But for the great majority, even average to above average in intelligence, they are being badly educated. What a travesty this is.

My friend, Rev. E. Ray Moore, Jr. recently wrote, "Abundant evidence, assembled from test scores and elsewhere, assures us that today's public school graduates do not have the mastery of basic subjects that earlier generations had. Students are leaving public high schools in record numbers without having acquired basic writing skills, reading comprehension or mathematical ability. They know little of nothing of this country's founding or its history. They cannot place major historical figures or events in the right century. They cannot walk up to wall maps and point out significant foreign countries. This intellectual deterioration has spread into public colleges and universities that have admitted more and more unprepared students into college level work."

7. Public schooling breeds the view that success can come apart from God

If we throw out all the bad stuff found in public schools (shootings, rapes, stealing, fighting, cheating, etc.) and have a 'nice' school where no student is afraid, we are still left with an education system that is robbing youth of the most important aspect of being educated- to trust God. The supreme value being touted today for education is so that you can be successful and have a good life. Students are told, "You need a good education so you can get a good job so you can give your kids a good education so they can get a good job," ad infinitum. Not only is this a horrible philosophy of life, it is grossly unbiblical. The Bible says, "But you shall remember the LORD your God, for it is He who is giving you power to make wealth," (Deuteronomy 8:18) But this wealth is not simply for the sake of our being rich, for this verse continues, "that He may establish His covenant which He swore to your fathers, as it is this day."

Here is the purpose of being properly educated and successful- to establish God's covenant on earth. Public schools do not go this direction but rather promote materialism as a way of being successful. This is a formula for failure, the exact opposite of the stated purpose of public education.

8. Public schooling produces no fear of God.

Now we are getting close to the heart of the problem with secular, government-run education. God said, "Remember the day you stood before the LORD your God at Horeb, when the LORD said to

me, 'Assemble the people to Me, that I may let them hear My words so they may learn to fear Me all the days they live on the earth, and that they may teach their children'."(Deuteronomy 4:10)

Fear of God is almost a lost concept in our culture. The meaning of the word fear as used in the above scripture is 1) morally to revere; and 2) causatively to frighten. Five times in the Book of Deuteronomy the phrase 'learn and fear' is found in context of knowing God's Word. The reason there is little shame anymore (have you seen any lately?) is because there is no fear of God anymore.

Horace Mann and John Dewey, founders of our public school system, openly expressed their hatred for Christianity. They literally feared an education system that would teach youth to fear God, which is just what America had for the first two hundred years of existence. Jesus had a very different view about fear- "Do not fear those who kill the body but are unable to kill the soul; but rather fear Him who is able to destroy both soul and body in hell." (Matthew 10:28) It would now be considered illegal to quote this statement of Jesus in public schools.

Education, in any subject, should create fear (reverence) of God for how His majesty is revealed in that area of life. Teaching should also instill a proper fear (fright) of going against God's order and purpose in each discipline of life. Sadly, our public schools teach subjects simply as if God does not exist.

9. Public schooling (secular education) is disobedience to God.

Herein lies the primary reason why Christians should not use public schools any longer. Having been educated myself in public schooling through college, having become a Christian at age 33, and having put our five children through combinations of public and private Christian schools, I can only look back and confess that I was not always obedient in 'education.' I wish every day I could relive some of those years and do it 'by the Book.'

But those days are gone. It is only the present in which we can decide to be obedient in this all-important field we call education. The Bible says, "Train up a child in the way he should go, even when he is old he will not depart from it." (Proverbs 22:6) There is simply no easy way around the fact that putting our children in an anti-Christian education system is not training them up in the way they should go. Many parents want to say, "But we are giving our children Bible training at home." Really? Are you going back to all subject matter your children are taking and giving them a scripture-based education to correct wrong teaching? If so, you are in essence homeschooling them, so why continue to have them enrolled in the public school? If you mean that you are giving your children moral training, and letting the public school give them 'academic' training, you are simply denying them a Christian worldview. Your children are being given an anti-Christian worldview in all subjects at the local public school.

At the beginning of this article I acknowledged that there are Christians who sincerely believe that, for their situation, public schooling is what they need to use. In response I would say that if you have sought pastoral counsel, prayed and are trusting Christ for this decision, and have peace that you are doing the right thing for your children, then walk in it. If you have not done these things, but are simply 'doing what everybody else in church is doing,' then I would like to challenge you to seek the Lord and get His mind on the matter of public schooling for your children. We used to educate our own children, and much better. Let's do it again."

I think that about says it all. Christian schools offer a much more stable and safe atmosphere conducive to learning than do the public schools. Not all public schools fall into this category, but the majority has shown from study after study that since 1962, test scores are down, violence and crime rate is up, more high schools are graduating seniors who are functionally illiterate, teen pregnancy is at an all time high and the list just goes on and on.

IV. Advantages Of Christian Education

Christian Values vs. Worldly Values

Values in today's society are much different than the way they were back in the early days when our country was first founded.

In the early 1600s, the Puritans and Separatists left England, looking for a place where they would be able to worship God freely. They wanted to be separated from the Church of England with its constant persecution of believers who didn't conform in every way imaginable. The Church of England was presided over by the House of Bishops. The hierarchy of the church was extremely alarmed by the growth of these two groups of whom they called "fanatics". When King James I came to the throne, the Separatists finally left England and went to find asylum in Holland for nearly twelve years.

According to William Bradford, they decided it was time to leave the country for the following reasons: *"(1) Their life, was so hard that almost no others were coming from England to join them – even after the King's edict of 1618, which decreed that all Puritans not willing to conform to ecclesiastical authority had to leave the country. (2) Their life was aging them prematurely since everyone old enough to hold a job worked twelve to fifteen hours a day. It was so debilitating them that, should the time come when they would have to move again, they might not physically be able to do so. (3) Their children were also being worn down, and many were being drawn away by the lures of the world around them. (4) They had cherished a "great hope and inward zeal" of at least playing a part, if only as a stepping stone for others, in carrying forth of the Light of Christ to remote parts of the world. The Separatists believed that America was the place to which God intended them to go."*

Let's talk about some Christian values that can be found in most Christian schools. Love of God: God's Word says in Deuteronomy 6:5, *"Love the Lord your God with all your heart and with all your soul and with all your strength."*

The public schools are not even allowed to say God's name, much less mention loving Him with all your heart, soul and strength. Instead, they teach how to love yourself and how to build up your own self-esteem. In 1 Corinthians 10:24, Paul writes, *"Nobody should seek his own good, but the good of others."* And of course, 1 Corinthians 13:5 says, *"Love is not rude and is not self-seeking."* In a Christian school, teachers strive to make sure each child knows how much they are loved. Even when it seems difficult to show true love to a certain child, a Christian teacher will nonetheless show it. Discipline is showing love. Letting a child know that he/she cannot get away with cheating, lying, cussing, fighting is showing the love of God. If that child thinks it is okay to do all those things, then he/she will grow up getting in trouble with the law. Will they look back and blame you for not teaching them different? I won't take that chance.

I had a student several years ago who tried every last nerve in me. He wouldn't keep his hands off of other students, he stole money, he cheated on tests and took score keys to do his work, hiding them in his books. He started fights, he put a hole in the wall of the boys' bathroom, he wrote foul four-letter words on the walls. The child was just hard to be nice to. At the time, I was only a teacher and could not address these issues with the parents of this child. The principal met with

them several times, but to no avail. During my last year at that school, we had to expel him. We later heard that no schools would take him because he was so hard to deal with. The last time anyone had heard from him, he had been in jail for stealing someone's boat. This child was put in the Christian school so that he would have an "eight-hour" nanny. He wasn't accepted in the public school, so our school took him in. We did our best to love him, but he just never was able to accept what we offered. By the way, when he first came to us, he was in the seventh grade. When he took his diagnostic exam, he tested at less than third grade level in everything. He was left behind in public school and no one was able to help him. His parents held no control over him. He really was lost before he came to us. But to this day, I pray for him and believe the very best that God has for him.

Love Of Country

Love of the United States of America is again, something of the past. This country was found on principles in God's Word. The Bible says in Psalm 33:12 says, "Blessed is the nation whose God is the Lord." From what I see and hear daily on the news channels, our country is going through more and more "natural disasters" than ever before. We've seen hurricane force winds tear down cities. (Katrina) We've seen flooding in the Midwestern plains. I recently read a report from <http://swedishwaterhouse.se> that stated that the number of natural disasters has increased from 100 in 1975 to over 400 between 2000 and 2006. Why is this? Why has crime increased?

In my opinion, I believe that our country has so denied the existence of God and chosen to do things according to what they say is right, that America is now suffering from the effects of not having the blessing of God. His hand has been removed and now the air is clear for all attacks from the enemy, (Satan). The only ones who really seem to care about this country at all are our military men who daily give their lives to keep our nation safe. Our current president, George W. Bush is a Godly man whose heart belongs to God and country. We have many Godly people in America. But we are in the minority.

Mixed in with the Christians are all the other people who worship Buddha, Mohammed, Krishna, and many other so called gods. Then we have a lot of people who believe in nothing and no one except themselves. Where has our Christian heritage gone? Even our pledge of allegiance has been analyzed as not needing the phrase "One Nation Under God". Why would people want to remove from our National pledge what has been there from the beginning? Another case is the fact that our money has the statement, "In God We Trust." We have people out there who what to take this statement off of our money. Why? Does it make the money spend any differently? Does it change its value? No, of course not! They want it removed because it has God's name on it and they don't believe in God. I guarantee that if the courts succeed in removing God's name from our National Pledge and from our money, this country will see a time of such poverty and lack that we won't recover. America will become divisible with no liberty and no justice. We already see some of that today since school prayer and the Ten Commandments were ruled unconstitutional back in 1962.

Other values have been included in Christian Schools such as faith, honor, peace and patience. Why are these important? God responds to faith. In Hebrews 11:6, Paul writes that, "*Without faith, it is impossible to please God.*" Honor is greatly missing in American schools. Many teachers would love to have students honor them by simply saying, "Yes ma'am, No ma'am", or "Yes sir, No sir". God's Word says that humility comes before honor. (Proverbs 13:15) Even if a teacher is not a Christian, he or she deserves this polite and honorable response from their students. In Christian

schools, it is expected from each child. Romans 12:10 says, “*Be devoted to one another in brotherly love. Honor one another above yourselves.*” Clearly, the norm in public schools is usually each man for himself. “If it feels good, do it, even if it hurts someone else.”

How about peace? Colossians 3:15 says, “*Let the peace of God rule in your hearts....*” What peace do we see in public schools today? Little, if we see any at all. We normally hear of noisy, tumultuous and agitated students who are constantly causing disturbance and excitement in both the classrooms and other school ground places. Even the restrooms and lunchrooms are not exempt from receiving these disturbances.

Another area of great importance is the value of patience. A Christian school instills into its students perseverance, composure, endurance, fortitude, long-suffering, forbearance, calmness, passiveness, serenity, courage and persistence. These attributes go a long way in preparing a child for life. Let’s say for instance a child gets in trouble for cheating on a quiz. If he or she knows they can calmly and quietly go to the teacher and apologize and receive the appropriate discipline, the whole thing will be over in a very short time. However, if either one gets upset and becomes hysterical over the matter, saying that they were treated unfairly because other students cheat, but don’t get caught, the discipline could even become a trip home for an indefinite amount of time. You don’t hear the word peace very often in public schools unless it’s to undermine our current situation in the War of Iraq. Everyone wants “peace”. But does everyone want to pay the price for peace? This is where honor, faith and patience come to the forefront. It takes all of these to understand the value of peace for our country today.

Children Receive One-On-One Instruction

In the late fifties, Harvard University president James Bryant Conant envisioned a one size-fits-all high school in which all students could access the courses, extracurricular activities, and support they need.”

Most Christian schools try to make one on one instruction a reality to all students. Even though some of these schools have a regular class schedule where students go to their individual grades or separate classes as in a high school, there are many schools that have several classrooms with as many as two to four grade levels in each. These schools use the “School of Tomorrow” Curriculum, better known as A.C.E. There is one teacher and one assistant for as many as twenty students. The curriculum is self-instructing. The teacher assists the students when they have questions that come up while they are working their PACEs. PACEs are workbooks. There are twelve workbooks per subject and six subjects per grade level. When a student has a math question, he will signal the teacher who in turn will immediately go and assist the child until he knows how to work the problem. The same goes for each subject. Usually, you will have separate kindergarten and first grade classrooms. Second, third and fourth graders are together in one classroom known as the Lower Learning Center. Fifth and sixth graders are together in the Middle Learning Center. Seventh and eighth grades are normally in one section of the Upper Learning Center and the High School Center has grades nine through twelve in the other section. Each group of students has one teacher and one assistant. Usually, there are volunteer parents who will come in to assist the teacher. This is really good because if the teacher has more than one student needing help at any one time, they can be assisted by a volunteer if the teacher is unavailable.

Some public schools try to put certain children in classes called "Special Ed". If they cannot keep the pace of a certain class, then they are automatically given a "label" of ADD, ADHD, Mentally Deficient, or any number of other terms. They are classified as such, and then when their classifications are documented with the school board, the state gives the school a large sum of money to keep that child in special-ed classes. This has happened over and over to slower students when all they actually needed was some one-on-one instruction by the teacher. Of course, public school teachers don't have the time to devote to one child at a time, so the children are just labeled and put away. So much for the "No Child Left Behind" program our government has tried so hard to make Americans believe in. All of the special-ed children are "left behind"!

While we're on this subject, let's talk about these: "Outcome Based Education", Goal 2000, and "School to Work". These are what the children in public schools today are indoctrinated with. Here are some various people's comments about each of these programs:

Outcome-Based Education

What's Wrong With Outcome Based Education? from the May 1993 Phyllis Schlafly Report

Outcome-Based Education (OBE) is sweeping the country in the name of school "restructuring." OBE calls for a complete change in the way children are taught, graded, and graduated, kindergarten through 12th grade. Since the American people seem ready to accept drastic surgery on our failed public schools, state departments of education are seizing this opportunity to force acceptance of OBE as the cure. But OBE has parents even more agitated than they are about explicit sex education. Crowds of a thousand or more parents are known to have gathered in Pennsylvania, Oklahoma and Ohio. Here is a summary of the ten major objections that parents have raised against OBE.

1. *OBE is packaged in a deceptive language that appears to be mischievously chosen to mislead parents. Public school administrators have an obligation to present their "reform" plans in plain English so that parents can easily understand the objectives, the methods, the content, and exactly how OBE is different from traditional schooling.*

OBE advocates continually use double-entendre expressions that parents assume mean one thing but really mean something different in the OBE context. When they talk about "new basics," for example, they are not talking about academics such as reading, writing and arithmetic, but OBE attitudes and outcomes. When they talk about "higher order thinking skills" or "critical thinking," they mean a relativistic process of questioning traditional moral values.

The following statement from OBE literature is typical: "OBE schools are expected to become 'success based' rather than 'selection oriented' by establishing the instructional management procedures and delivery conditions which enable all students to learn and demonstrate those skills necessary for continued success." OBE salespersons don't tell parents that "success" for all children means "success" in demonstrating only the dumbed-down outcomes that the slowest learners in the class can attain. OBE means "success" in mediocrity rather than excellence.

2. *OBE uses students as guinea pigs in a vast social experiment. OBE advocates are not able to produce any replicable research or pilot studies to show that it works. OBE is being forced on entire state school systems without any evidence that it has been tried anywhere and found effective.*

The best test of an OBE-type system was Chicago's experiment in the 1970s with Professor Benjamin Bloom's Mastery Learning (ML), which is essentially the same as OBE. ML was a colossal failure and was abandoned in disgrace in 1982. The test scores proved to be appallingly low and the illiteracy rate became a national scandal. Bloom, the father of ML, is well known for his statement that "the purpose of education is to change the thoughts, feelings and actions of students." (All Our Children Learning, page 180.)

Dr. Bill Spady, sociologist and director of the International Center on Outcome-Based Restructuring, defined the connection between OBE and Mastery Learning in an article entitled "On Outcome Based Education: A Conversation with Bill Spady" (Educational Leadership, Dec. 1992-Jan. 1993): "In January of 1980 we convened a meeting of 42 people to form the Network for Outcome-Based Schools. Most of the people who were there — Jim Block, John Champlin — had a strong background in Mastery Learning, since it was what OBE was called at the time. But I pleaded with the group not to use the name 'mastery learning' in the network's new name because the word 'mastery' had already been destroyed through poor implementation."

The major OBE/ML experiment, which took place in Utah in 1984-86, shows how federal funding enabled OBE to spread nationwide. A letter applying for the federal grant, written by Utah State Superintendent of Public Instruction G. Leland Burningham to then U.S. Secretary of Education T. H. Bell (July 27, 1984), stated: "This [project] will make it possible to put Outcome-Based Education in place, not only in Utah but in all schools of the nation." Spady's Far West Regional Laboratory received the federal grant and he was made director of this pilot project, which is now implementing OBE/ML nationwide.

3. OBE offers no method of accountability to students, parents, teachers, or taxpayers. Since OBE includes no objective standards of achievement that are measurable, it will be years and millions of tax dollars into the future before we know whether schoolchildren are learning anything important or are wasting their time. Educators admit that OBE is very expensive since each student works at his own pace at mastering every outcome/skill/behavior until he succeeds. Perhaps this is what they mean by "lifelong learning."

For as long as most of us can remember, secondary schools have been structured on a measurable grid called the "Carnegie units." The traditional high school curriculum includes four units of English; three units each of mathematics, science and social studies; two units each of arts and humanities; a unit of health and physical education; and several electives. After you complete enough units (usually 21), you receive a high school diploma and colleges will admit you. Outcome-Based Education tosses these traditional units out the window and replaces them with vague and subjective "learning outcomes" that cannot be measured objectively by standardized tests and for which there is no accountability to parents and taxpayers. OBE will make it virtually impossible to conduct any kind of tests that allow comparisons with students in other schools, other states, or prior years. Under OBE, grades have no relation to academic achievement and knowledge. Colleges will have no criteria by which to judge whether students are ready for admission.

In the elementary grades, OBE does not teach children essential reading, writing, and arithmetic skills (such as addition, subtraction and multiplication tables), but pretends to teach them "higher order thinking skills" instead. OBE ignores the obvious fact that one can't engage in "higher order

thinking" until one has some facts to think about. For example, an Iowa State OBE assessment test for the 11th grade shows no requirement of math skills beyond the fundamental computations of addition, subtraction, multiplication and division.

4. *OBE is a dumbed-down egalitarian scheme that stifles individual potential for excellence and achievement by holding the entire class to the level of learning attainable by every child. To accomplish this, children are placed in Politically Correct groups (race, ethnicity, gender, class) for "cooperative learning" and may be given a group grade instead of individual grades. Cooperative learning researchers admit that the purpose of this strategy is to eliminate grading and competition in the classroom. This is the essence of OBE and explains why all measurable criteria — standardized tests, the Carnegie units, traditional subject-matter, and report cards — must be eliminated.*

OBE is based on the unrealistic notion that every child in a group can learn to the designated level and must demonstrate mastery of a specific outcome before the group can move on. The faster learners are not allowed to progress, but are given busy work called "horizontal enrichment" or told to do "peer tutoring" to help the slower learners, who are recycled through the material until the pre-determined behavior is exhibited.

Cooperative learning researcher Robert Slavin said in "Mastery Learning Reconsidered" (funded by the U.S. Department of Education in 1987): "If some students take much longer than others to learn a particular objective, then . . . either corrective instruction must be given outside of regular class time, or students who achieve mastery early on will have to waste considerable amounts of time waiting for their classmates to catch up." If OBE were applied to basketball, the basket would have to be lowered so all could score equally.

*In order to master all outcomes, children with a particular talent are required to forfeit time in their area of strength. Because no child moves ahead until all demonstrate mastery, the inevitable happens: the faster learners quickly learn to slow their pace in order to avoid extra work, and they just give the answers to the slower learners so the group can move forward. Incentive and motivation are reduced, and boredom and resentment increased. The result is that all students demonstrate "mastery" of mediocrity, and none can aspire to excellence. **Every** child loses under this system.*

5. *In an OBE system, academic and factual subject matter is replaced by vague and subjective learning outcomes. According to OBE guru Bill Spady, "the traditional subject-based curriculum disappears" from OBE. New OBE report cards substitute check marks for grades, focusing on general skills, attitudes, and behaviors instead of individual subjects.*

A look at the outcomes that have so far been made public show that they are heavily layered with such "Politically Correct" notions as training for world citizenship and government (instead of patriotism), population control, radical environmentalism, and government "solutions" for every problem.

6. *A high percentage of OBE "outcomes" concern values, attitudes, opinions and relationships rather than objective information. A large number of OBE's goals are affective (concerned with emotions and feelings) rather than academic (concerned with knowledge and skills). OBE requires students to meet vague psychological objectives relating to self-esteem, ethical judgment, and*

adaptability to change. Moving from one level to the next, and even graduation, is dependent on meeting behavior-change requirements and government-mandated attitudes OBE thus involves a major change in the school's avowed mission. Henceforth, its mission is to conform student beliefs, attitudes and behavior to prescribed school-mandated social norms, rather than to provide an academic education. Parents are concerned about what methods will be used to change behaviors that are deemed incorrect.

"Self-esteem" is a major attitudinal outcome demanded by OBE. Many of the techniques used to change a child's self-esteem or his adaptability to change are psychotherapeutic. This amounts to practicing psychology without a license as well as engaging in unprofessional group therapy. Arizona recently made an attempt to protect its school personnel by providing them with civil and criminal immunity.

Parents who are trying to rear their children with strong religious values are concerned that willingness to go along with the crowd is taught by OBE as a positive rather than a negative attitude. Since "tolerance" is a major attitudinal outcome demanded by OBE, parents are concerned that this includes "tolerance" for extra-marital lifestyles of all kinds. The non-directive, "decision-making" classroom technique leads children to believe they are mature enough to make decisions about sex and drugs that parents believe are unhealthy and may even be illegal.

The public school establishment is highly secretive about the OBE tests, but tests that have come to light include many questions of attitude and opinion for which there are no right or wrong answers. What is the correct answer, for example, to questions about whether the student "understands others" or "applies good consumer behavior"? Nevertheless, the student is required to conform to the government-mandated outcomes, whatever they are.

*OBE raises the fundamental question of **who** should decide what values, attitudes, and beliefs a child should be taught. Should it be the parents or the U.S. Department of Education, which funded OBE? Should the public schools be allowed to teach values that may be controversial and sometimes even contradictory to values taught to children by their parents?*

Behavior modification is fundamental to achieving OBE-type results. OBE uses a "stimulus-response-stimulus" pattern, a rewards-and-punishment process based on Ivan Pavlov's and B.F. Skinner's programmed learning/behavior modification techniques. Under OBE, students are recycled through the process until they meet the mandated outcomes.

Educators see computer-assisted instruction (CAI) as a powerful programmed-learning tool to change children's values. Here are some samples of their thinking. "The computer is ideally suited to the role of facilitator in values education. It inherently possesses the Rogerian qualities of genuineness and congruence. . . . Values clarification and values analysis are aptly suited to being used as a basis for software development." ("Can Computers Teach Values?" Educational Leadership, April 1982.)

7. OBE sets up a computer file on each child to track the child's efforts to master the learning outcomes. These "electronic portfolios" will take the place of traditional assessments and test results and will become the basis for the school's efforts to remediate whatever attitudes and behaviors the school deems unacceptable. The portfolios will include all school, psychological and medical records, and are to be available to prospective employers after graduation.

The computer portfolio on each child plays an essential role in the tracking of individual students. The computer records how the child responds to behavior modification, what is his threshold of resistance to remediation, and whether he develops positive attitudes toward the mandated outcomes.

*Parents are concerned about **who** will have access to these files and what will become of the data compiled on each student. Professional journals describe the goals like this:*

"The computer's vast storage capacity permits access to a much broader base of data than just one classroom. In fact, the responses of the entire population of a school system could easily be compiled, stored and shared." (Educational Leadership, April 1982.)

Student privacy is tossed out the window. Will the child be able to get a job if he has not demonstrated the OBE values and Politically Correct attitudes? Some have suggested that state law should forbid employers to hire anyone who does not have a certificate showing mastery of the government-mandated outcomes.

8. *OBE is a method for concealing and perpetuating the number-one crime of the public school system — the failure to teach first graders how to read. OBE is wholly committed to the "whole language," word-guessing method rather than the phonics method. This ensures that children will learn only to memorize a few words that are massively repeated. Teachers are cautioned not to correct spelling and syntax errors because that could be damaging to the student's self esteem and creativity. (For specific OBE reading methods, see below under "[OBE in Oklahoma](#).")*

The education elitists who are promoting OBE are perfectly content to have the schools turn out quotas of semi-literate workers who can be trained to perform menial tasks under supervision in order to serve the demands of the global economy. OBE graduates will never be able to aspire to enjoy the great literature in the English language.

The rationale was explained by well-known reading researcher Thomas Sticht, who said in 1987, "Many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of a labor force and how well it can be managed and trained — not its general educational level, although a small cadre of highly educated creative people is essential to innovation and growth. Ending discrimination and changing values are probably more important than reading in moving low-income families into the middle class." Washington Post, Aug.17, 1987)

The U.S. Department of Labor is a big player in the OBE movement. OBE will aid in managing and training the work force by tracking all students beginning in the 4th grade and routing them through vocational education tracks as needed. Functional literacy competencies are defined as an ability to read a map and a bus schedule. Sticht is also a member of the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) and, as Associate Director for Basic Skills at the National Institute of Education, promoted similar techniques called "competency education" and "mastery teaching." (Washington Post, Aug. 17, 1977.).

9. *OBE, of course, involves high costs for administration and the retraining of teachers in an entirely new system, which will be reflected in higher school taxes. The computer portfolio system is*

reported to be five times as expensive as traditional assessment tests. Putting computers into the hands of first-graders to give the facade of moving into modern technology is a gross waste of funds. Computers may actually be a detriment to learning elementary writing and arithmetic skills, but they may be very useful in changing values, as noted above.

10. *OBE involves tightened state control at the expense of local control. Although OBE salespersons claim otherwise, the new system tightens the grip of state education officials and federal education laboratories because they write the required outcomes, develop the curriculum, train the teachers, and judge the performance of the students (all of whom must conform to National Goals).*

Even though local school districts may be told to develop their own plan for achieving the designated outcomes, the plans must be approved by the state departments of education. Texas Commissioner of Education Lionel Meno gave his definition of local control (Texas Lone Star, June 1991): The state sets the goals, the local districts choose how they will comply.

Teachers will not be able to get around the OBE system, and teach the basics anyway, because the teachers are graded on how their class meets the outcomes. Teachers who do not conform will be phased out, and the schools will be taken over by the state, as is mandated in Kentucky.

OBE in Pennsylvania. *When the Pennsylvania State Department of Education first proposed converting to Outcome-Based Education in 1992, it listed 545 outcomes that students would have to meet before graduation. The outcomes were later condensed to 55. Many of the goals are affective, which means that they concern attitudes, values, feelings and emotions rather than academic achievement. A look at some of these outcomes makes clear that they cannot possibly measure students' performance objectively. Here are some examples.*

"All students develop interpersonal communication, decision making, coping, and evaluation skills and apply them to personal, family, and community living." "All students understand and appreciate their worth as unique and capable individuals, and exhibit self-esteem." "All students relate in writing, speech or other media, the history and nature of various forms of prejudice to current problems facing communities and nations, including the United States." "All students relate basic human development theories to care giving and child care strategies." "All students apply the fundamentals of consumer behavior to managing available resources to provide for personal and family needs." "All students make environmentally sound decisions in their personal and civic lives."

OBE in Washington State. *Washington State's Performance-Based Education Act of 1993 calls for a new performance-based assessment system to "replace the current state standardized achievement tests." The goals are extremely vague. For instance:*

Under Goal 1 *students are to "communicate effectively and responsibly in a variety of ways and settings." No indication is given of what is meant by "responsibly."*

Under Goal 2 *students know and apply the core concepts and principles, among other things, of "healthful living." What constitutes healthful living is not disclosed.*

Under Goal 3 *students are to "think critically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems." It is unclear whether or not*

"knowledge" includes the kind of specific fact-oriented knowledge that most of us consider an essential part of education.

Goal 4. *instructs students to "function as caring and responsible individuals and contributing members of families, work groups, and communities." "Responsible" and "caring" are undefined. The outcomes also include "honest and ethical behavior," which suggests a moral code of some sort, though presumably not a Judeo-Christian ethic. Another outcome is "citizenship," which is redefined from its traditional sense to include "a multicultural and world view."*

OBE in Oklahoma. *In 1992, the Oklahoma State Department of Education published five volumes of "Learner Outcomes" for Grades One through Twelve. The Foreword in each volume makes clear that the changes in the school system do **not** mean teaching the basics (usually defined as reading, writing and arithmetic). The Foreword states: "Oklahoma has joined a national movement in education — not a 'back to basics' approach, but an effort to focus and organize all of the school's educational programs and instructional efforts around the clearly defined outcomes we want all students to demonstrate when they leave school."*

*The Oklahoma Learner Outcomes dictate total subservience to the discredited "word-guessing" method of teaching reading to first graders, and do not allow the use of the proven phonics method. Instead of teaching children to read by learning the sounds and syllables of the English language so that the child can sound out words, the child is taught by endless repetition to memorize a few dozen "sight" words, to guess at new words by looking at the pictures on the page, to "predict" the text instead of reading it, and to skip over words they can't read. The teacher is instructed **not** to have the child focus on reading actual words, but to let the child substitute any words that seem to fit. The ability to read a simple story that a child has never seen before is **not** on the list of Oklahoma "outcomes." Predicting is **not** reading, nor is asking a friend, nor is guessing at the meaning from the illustrations.*

Here are some direct quotations from the official "Oklahoma State Competencies, Grade One," pages 15-22, which confirm that first-graders will reach their "Reading Learner Outcomes" by guessing rather than by reading: "The student attend[s] to the meaning of what is read rather than focusing on figuring out words. . . . Uses context, pictures, syntax, and structural analysis clues to predict meanings of unknown words. Develops a sight vocabulary of high frequency words. . . . Predict[s] unknown words. . . . Uses predictions in order to read pattern books (stories with a repetitive element). . . . Uses fix-it strategies (predicts, uses pictorial cues, asks a friend, skips the word, substitutes another meaningful word). . . The student will interpret a story from illustrations."

The "Oklahoma State Competencies, Grade Two" reinforce the guessing game rather than teaching the child to read. Here are some additional quotations (pages 7-15): "Use context clues and nonverbal clues to aid comprehension (pictures, type faces, word placement, illustrations). . . . Predict outcomes. . . . Makes, verifies, and/or revises predictions while reading."

Even in the 12th grade, the child is still told that he need not "focus on figuring out words." However, he must nevertheless demonstrate "a positive attitude toward self as a reader." (Grades 9 through 12, page 21.)

The Oklahoma Learner Outcomes for Mathematics, Grade One (pages 25-27) make clear that the child will not learn ordinary arithmetic skills (that will eventually enable him to make change at the

grocery store), but will instead be given a mish-mash of "higher order thinking skills and facility in applying technology." The instructions state: "The longstanding preoccupation with computation and emphasis on rote activities must change to a focus on fostering mathematical insight, reasoning, and problem solving both individually and in collaborative groups." In other words, first-graders must sit around in a group and collaborate on their "insight" without ever learning the sums of 2+2 and 3+3. Learning the multiplication tables is not an outcome specified in any grade.

OBE's behavior modification techniques are evident from the first-grade "Comprehensive Health Learner Outcomes." They include (page 60): "The student will identify different types of family structures, so that no single type is seen as the only possible one. . . . The student will describe ways family members resolve problems and conflicts."

Throughout the Oklahoma OBE curriculum, many "outcomes" are listed that pertain to feelings, rather than academic achievement. For example (Grade 4, page 70): "The student will enjoy feelings resulting from involvement in physical activity." Here are some of the Oklahoma outcomes that pertain to sex. "The student will identify appropriate expression of sexual feelings." (Grades 6-8, page 195.) "The student will develop communication skills, including being able to talk with one's actual or potential partner about sexual behavior." (Grades 9-12, page 202.)

Alexander Solzhenitsyn, the famous Russian author and former political prisoner in Soviet Gulags, said in a speech in the mid-1970s:

"Coexistence on this tightly knit earth should be viewed as an existence not only without wars . . . but also without [government] telling us how to live, what to say, what to think, what to know, and what not to know."

Unfortunately, that's what Outcome-Based Education is — a process for government telling our children how to live, what to say, what to think, what to know, and what not to know. What the children say, think and know must conform to the liberal Politically Correct ideology, attitudes and behavior. What they do not know will be everything else. And because they won't know the basics of reading, writing and arithmetic, they won't be able to find out. OBE is converting the three R's to the three D's: Deliberately Dumbed Down.

Another failed program is the "School-to-Work" program implemented in 1994. D. Mark Wilson from "The Heritage Foundation" has this to say regarding "STW".

In order to complete the Labor-HHS-Education appropriation bill and not break their pledge to the American people to keep spending below the caps, both Congress and the President will have to prioritize spending carefully. One priority should be to end funding for discretionary programs that are redundant, ineffective, or obsolete.

The federal School-to-Work (STW) program is one program Created by the School-to-Work Opportunities Act of 1994 (P.L.103-239), the STW program was intended to help reverse the failures of America's primary, secondary, and vocational education system and to graduate young adults who have marketable knowledge and skills. Originally envisioned as an integral part of overall education reform, it really is just another redundant federal program of unknown effectiveness that masks the failure of other programs and does not address the root causes of declining educational achievement.

When the 104th Congress created the School-to-Work program, it was motivated by the fear that America would lose its competitive edge in the global economy unless the job skills of its workforce were dramatically improved.

Federal STW grants require states to partner with businesses and other organizations to develop programs coordinating national, state, and local education policies with economic and workforce development needs. The education reform aspect of the program focuses on (1) building these school, business, and community partnerships; (2) academic and occupational integration; (3) the integration of school and work-based learning; and (4) connections to post-secondary education.

STW also attempts to bring together existing programs, such as technical education, school-based enterprises, youth apprenticeships, and job training initiatives. Under STW, learning would take place both in school and on the job, much as it does under Germany's apprenticeship system.

Both poor student achievement and the difficulties encountered by students in making the transition from school to work are functions of the poor academic quality and expectations of today's public education system. Employers report that many youth applicants do not have the basic reading, writing, or analytic skills required for entry-level jobs, even though more than four out of five teenagers now complete high school, compared with just one in two after World War II.

Because STW is a relatively new program, very few rigorous studies have been conducted to determine its effectiveness. Most of the studies focus on process issues, such as how states have implemented the School-to-Work Opportunities Act. These studies generally report mixed results, and many raise serious concerns about how implementing STW has affected student academic achievement.

For example, the National STW Evaluation of state implementation of the program, conducted by Mathematica Policy Research, concluded that efforts to raise academic standards are taking place independently of the STW program. In fact, the report states, "STW experiences for students do not appear so far to be central to state efforts to raise academic standards" and "it has been difficult in evaluation site visits to identify clear plans for promoting [academic] skills in workplace activities that STW partnerships have arranged." Even more disturbing, "It also must be recognized that students often face a trade-off between taking time to pursue electives with career content and using their elective options to take more advanced traditional academic classes."

Only a few studies focus on student outcomes. At best, these studies report mixed results; most raise serious questions about STW and work-based learning:

- One study of 100 students participating in the Cornell Youth Apprenticeship Demonstration Project found that although the youths did gain job-related skills, there were no effects on their academic achievement.*
- The 1996 High Schools That Work Assessment found that male students who were earning credit for part-time jobs connected with school had lower achievements in reading, math, and science. Fewer of these students took math and science courses during their senior year, and instead enrolled in unchallenging vocational courses.*

Peer Pressure

In Christian schools, peer pressure is rarely dealt with. Students who attend a Christian academy have uniforms or dress codes that they must wear which causes peer pressure to not be as big a problem as in the public schools. Every student wears khaki slacks or skirts and polo shirts. Usually they are asked to wear casual shoes such as loafers or tennis shoes. This cuts down on all the “I wear designer jeans!” “My mother buys me only the expensive shoes and clothes.” “Don’t you have anything better to wear than that old stuff?” “Why can’t you be “hip” like us?” These statements will hurt many children in public schools. Most families can’t afford the Nike Airs or the Guess jeans for one child, much less more than one. In a Christian school, everyone pretty much looks the same. Peer pressure is the feeling that someone your own age is pushing you toward making a certain choice, good or bad. What kind of choices are your children being faced with daily? In a Christian school, those kinds of choices never come up. Choices like what party to go to this weekend, what kind of alcohol we will drink tonight, who will go buy the cigarettes that we might get in trouble for, what R-rated movie can we sneak in to see, will I go to bed with so—and—so tonight? These are choices that kids have to face daily in the mainline public schools. Many kids give in so they can fit in with the crowd. It’s the rare child who just walks away and says, “Forget it!”

Drugs - A more dangerous and potentially life-threatening pressure that teens face is drugs. The first and most commonly available is marijuana. This is a cheap and readily-available drug in today’s society, and most teenagers do not consider it harmful. In their eyes it does not cause serious addictions like heroin or methamphetamines.

The marijuana use depicted in movies and television does not show teenagers that marijuana is illegal and that being caught under the influence or in possession of such an item can ruin their future. Additionally, smoking marijuana may lead to more serious drugs such as heroin, crack or methamphetamines.

Sex - Every year the age at which teenagers begin having sex gets younger and younger. In order to be popular or liked by boys, a girl must be willing to have sex. Otherwise, they are considered “up-tight” and are paid no attention.

Boys who are not willing to have casual sex with a girl are considered weak. Oral sex has become very popular among today’s teenager due to teens’ belief that oral sex isn’t serious since there is no risk of pregnancy.

These issues are not totally absent from a Christian school, but for the most part, they are rarely seen. If discovered, and usually they are, students being instigators into these kinds of peer pressure will ultimately be asked to leave the school.

Most importantly, parents need to talk with their teens and let them know what kinds of pressures will assail them when they go to school.

Hopefully parents will consider the best option of a Christian school where the pressures won’t be nearly as bad.

Personal Attention

When I was in school in the 1960s, personal attention was somewhat of an issue. Now, it has become a major issue in all schools. If a child doesn't get the attention he thinks he needs, he will make the attention happen, even though it may be disciplinary attention. A lot of attention issues begin at home. If a child comes home from school and there are no parents there to welcome him, he sits down in front of the TV or goes out with his friends or just spends time sitting in front of a computer playing games or going places on line that he shouldn't. If the parents come home and don't inquire about his day at school or don't spend time as a family doing different things, the child will begin looking to others for attention. He might look into the gangs at school. He may be one to cause disturbances in class which would definitely give him some attention from his teacher and the other students.

In a Christian school, the staff sometimes faces these same things. The child needs to know first of all, that he is at the school because of privilege, not right. His parents made the decision to send him there because they felt that the Christian academy was a better choice. They pay monthly for him to be there. Of course, none of these thoughts even occur to the child. If he is one who never gets any attention at home for whatever reason, then, of course, he'll try to get some attention at school. His teacher may just ignore the fact that he is trying to get the attention of other children. She might say something to him in front of the class to let him know he is close to getting in trouble. Sometimes, that would be enough. Other times, certain things like detention or even a visit to see the principal would be necessary.

Compassionate & Committed Staff

Christian schools always look for staff members who are compassionate and committed, not only to the school itself, but also to the students, the administration, and to the parents of the students. The staff hired by the school should reflect its standards and should believe in and fully support the school's objectives and procedures. At a minimum, school staff should:

- (1) Share the school's philosophy of Christian Education.
- (2) Be willing to join and fully support the school program and activities.
- (3) Be characterized people who are biblically submissive and are not "busy bodies", novices, gossipers, etc.
- (4) Be searching for a ministry rather than looking for a job.
- (5) Be loyal and flexible.

Because a teacher teaches a little by what he says, more by what he does, but most by what he is, the life of the teacher will be reflected in the lives and attitudes of the students. A teacher must display evidence of biblical character. Almost all the teachers I have met from Christian schools display these traits.

A teacher who lives an exemplary lifestyle in front of her students will also be thought of as a compassionate teacher. Compassion means being tender, kind, full of mercy rather than cold-hearted, mean and full of unforgiveness.

I had an English teacher in the tenth grade, who I'm sorry to say, displayed the latter attributes to her students. We were given the assignment to read a book entitled, *Lord of the Flies*, by William Golding, 1954. The book describes in detail the horrific exploits of a band of young children who make a striking transition from civilized to barbaric. *Lord of the Flies* commands a pessimistic outlook that seems to show that man is inherently tied to society, and without it, we would likely return to savagery. My mother refused to let me read this book and even went so far as to talk to my teacher about it. Naturally, Mrs. Benek was greatly offended that a book she required the entire class to read was being called "something from hell". In all reality, that is exactly what it was, but to a 10th grade English teacher, it was required reading and that was all there was to it. Finally, I was given another assignment that was quite a bit bigger than the *Lord of the Flies*. After turning it in, I only got a minimum score on it. Mrs. Benek never looked at me the same again. To her, I was just a rebellious student with a rebellious mother and I would be treated as such.

Children need compassion.

Quality Christian Curriculum

Most Christian schools, of course, use Christian curriculum. There are a few who still use state mandated textbooks, but for the most part, curriculum should teach the core subject material as well as instilling Godly virtues and character traits into each text. With the Accelerated Christian Education program, character traits are really emphasized. Memory verses are also included in each text. Each child is led to know that "I can do all things through Christ who strengthens me", and also "I have the mind of Christ." If a child knows that he has the help of the Lord to do his work, there is little left to discourage him.

Safe Learning Environment

How many times over the last few years have we, in America, heard of all the school shootings.

I found a list concerning U.S. school shootings in the last ten years. As you read these, think about what you would do if you knew your child was going to a school, where just an hour ago, someone decided to pull a gun and start firing at will.

Major U.S. School Shootings In The Last 10 Years:

— Greenville, Texas. March 7, 2007. A 16-year-old male high school student fatally shot himself while in the band hallway area of the school around 7:15 a.m. No other students were injured. More than 100 parents rushed to the school to remove their students.

— Tacoma, Wash. Jan. 3, 2007. An 18-year-old male high school student was arrested for shooting and killing a 17-year-old male student at their school. The suspect allegedly shot the victim in the face and then stood over him, firing twice more.

— Springfield Township, Pa. Dec. 12, 2006. A 16-year-old male high school shot and killed himself

with an AK-47 assault rifle in the hallway of his high school. The student, reportedly despondent over his grades, had the gun concealed in a camouflage duffle bag and fired one round in the ceiling to warn other students to get out of the way before committing suicide.

— Katy, Texas. Oct. 17, 2006. A 16-year-old male high school sophomore committed suicide by shooting himself with a handgun in the school's cafeteria courtyard.

— Nickel Mines, Pa., Oct. 2, 2006. A truck driver walked into a one-room Amish schoolhouse with two rifles, a semi-automatic handgun, and 600 rounds of ammunition, selected all the female students, and shot them execution-style, killing five and seriously wounding six. The man then shot himself, apparently having left suicide notes beforehand.

— Cazenovia, Wis., Sept. 29, 2006. A student walked into a rural school with a pistol and a rifle and shot the principal several times, critically injuring him.

— Bailey, Colo. Sept. 27, 2006. A lone gunman enters a high school and holds six female students hostage, sexually assaults them, kills one of them, and then himself after a four-hour standoff.

— Pittsburgh, Pa. Sept. 17, 2006. Five Duquesne University basketball players are wounded after a shooting on campus after a dance. One of the two shooters was allegedly upset that his date had talked to one of the athletes.

— Hillsborough, N.C. Aug. 30, 2006. After shooting his father to death, a student open fires at his high school, injuring two students. Deputies found guns, ammunition, and homemade pipe bombs in the student's car. The student had emailed Columbine High's principal, telling him that it was "time the world remembered" the shootings at Columbine.

— Essex, Vt. Aug. 24, 2006. A gunman shoots five people, killing two of them, in a rampage through two houses and an elementary school, before wounding himself.

— Red Lake Indian Reservation, Minn. March 21, 2005. The worst school-related shooting incident since the Columbine shootings in April of 1999. Ten killed (shooter killed nine and then himself) and seven injured in rampage by high school student.

— Cumberland City, Tenn. March 2, 2005. School bus driver shot and killed while driving a school bus carrying approximately 20 students by a 14-year-old student who had been reported to administrators by the driver for chewing tobacco on the bus.

— Nine Mile Falls, Wash. Dec. 10, 2004. A 16-year-old high school junior committed suicide at the high school's entryway. A canister holding fireworks, shotgun shells, and rifle cartridges was found in a backpack belonging to the student.

— Joyce, Wash. March 17, 2004. A 13-year-old student shot and killed himself in a school classroom where about 20 other students were present. The boy reportedly brought a .22-caliber rifle hidden in a guitar case and pulled it out during the 10 a.m. class.

— Philadelphia, Pa. Feb. 11, 2004. A 10-year-old student was shot in the face and died after being shot outside a Philadelphia elementary school. A 56-year-old female school crossing guard was also

shot in the foot as she tried to scurry children across the street as bullets were flying and children were on the playground.

— Washington, D.C. Feb. 2, 2004. A 17-year-old male high school student died after being shot several times and another student was injured after shots were fired near the school's cafeteria.

— Henderson, Nev. Jan. 21, 2004. Gunman shoots and kills a hostage in his car on school campus. The gunman was allegedly looking for his ex-girlfriend as he searched the school full of children in an after-school program.

— Cold Spring, Minn. Sept. 24, 2003. Two students shot and killed by a 15-year-old boy at Rocori High School.

— Red Lion, Pa. April 24, 2003. Principal of Red Lion Area Junior High is fatally shot in the chest by a 14-year-old student, who then committed suicide, as students gather in the cafeteria for breakfast.

— New Orleans, La. April 14, 2003. One 15-year-old killed and three students wounded at John McDonough High School by gunfire from four teenagers in a gang-related shooting.

— October 7, 2002. Bowie, Md. A 13-year-old boy was shot and critically wounded by the DC-area sniper outside Benjamin Tasker Middle School.

— New York, N.Y. Jan. 15, 2002. Two students at Martin Luther King Junior High School in Manhattan were seriously wounded when an 18-year-old opened fire in the school.

— Caro, Mich. Nov. 12, 2001. A 17-year-old student took two hostages and the Caro Learning Center before killing himself.

— Ennis, Texas. May 15, 2001. A 16-year-old sophomore upset over his relationship with a girl, took 17 hostages in English class, and shot and killed himself and the girl.

— Gary, Ind. March 30, 2001. 17-year-old expelled from Lew Wallace High School kills classmate.

— Granite Hills, Calif. March 22, 2001. One teacher and three students wounded by a student at Granite Hills school.

— Willamsport, Pa. March 7, 2001. Classmate wounded by a 14-year-old girl, in the cafeteria of Bishop Newuman High School.

— Santee, Calif. March 5, 2001. A 15-year-old student killed two fellow students and wounded 13 others, while firing from a bathroom at Santana High School in San Diego County.

— Baltimore, Md. Jan. 17, 2001. 17-year-old student shot and killed in front of Lake Clifton-Eastern High School.

— New Orleans, La. Sept. 26, 2000. Two students wounded in a gun fight at Woodson Middle School.

- Lake Worth, Fla. May 26, 2000. A 13-year-old honor killed his English teacher, Barry Grunow, on the last day of classes after the teacher refused to let him talk to two girls in his classroom.
- Mount Morris Township, Mich. Feb. 29, 2000. A 6-year-old boy shot and killed a 6-year-old girl at Buell Elementary School with a .32 caliber handgun.
- Fort Gibson, Okla. Dec. 6, 2000. A 13-year-old boy, armed with a handgun, opened fire outside Fort Gibson Middle school, wounding four classmates.
- Deming, N.M. Nov. 19, 1999. 12-year-old boy came to school dressed in camouflage and shoots 13-year-old girl with a .22 caliber as students were returning from lunch.
- Conyers, Georgia. May 20, 1999. 15-year-old sophomore opens fire with a rifle and a handgun on Heritage High School students arriving for classes, injuring six.
- Littleton, Colo. April 20, 1999. Students Eric Harris, 18, and Dylan Klebold, 17, killed 12 students and a teacher and wounded 23 before killing themselves at Columbine High School.
- Springfield, Ore. May 21, 1998. Two teenagers were killed and more than 20 people hurt when a teenage boy opened fire at a high school after killing his parents. Kip Kinkel, 17, was sentenced to nearly 112 years in prison.
- Fayetteville, Tenn. May 19, 1998. Three days before his graduation, an honor student opened fire at a high school, killing a classmate who was dating his ex-girlfriend. Jacob Davis, 18, was sentenced to life in prison.
- Jonesboro, Ark. March 24, 1998. Two boys, ages 11 and 13, fired on their middle school from nearby woods, killing four girls and a teacher and wounding 10 others. Both boys were later convicted of murder and can be held until age 21.
- West Paducah, Ky. Dec. 1, 1997. Three students were killed and five wounded at a high school. Michael Carneal, then 14, later pleaded guilty but mentally ill to murder and is serving life in prison.
- Pearl, Miss. Oct. 1, 1997. Sixteen-year-old Luke Woodham of fatally shot two students and wounded seven others after stabbing his mother to death. He was sentenced the following year to three life sentences.

There are no words to express the grief and sadness associated with these types of crimes. These instances don't even include the acts of violence in Canada and other parts of the world with school shootings. Christian schools do not have these crimes. You never see or hear any news stories of students in a Christian academy getting shot to death. The school where I currently teach has security as high priority. We have a state of the art alarm system so that no entry happens inside the facility unless they can be seen on the camera from inside the office. Parents have to fill out a "pick-up" list so that anyone who shows up at the school, not being on a particular child's list, would not be able to take the child. For instance, if only Mrs. Doe is on Jane's pick up list, then only Mrs. Doe would be able to pick her up. Not Mr. Doe, not brother or sister or aunt or uncle, etc. This ensures the safety of each child from going away from school with the wrong person.

Individualized Learning Opportunities

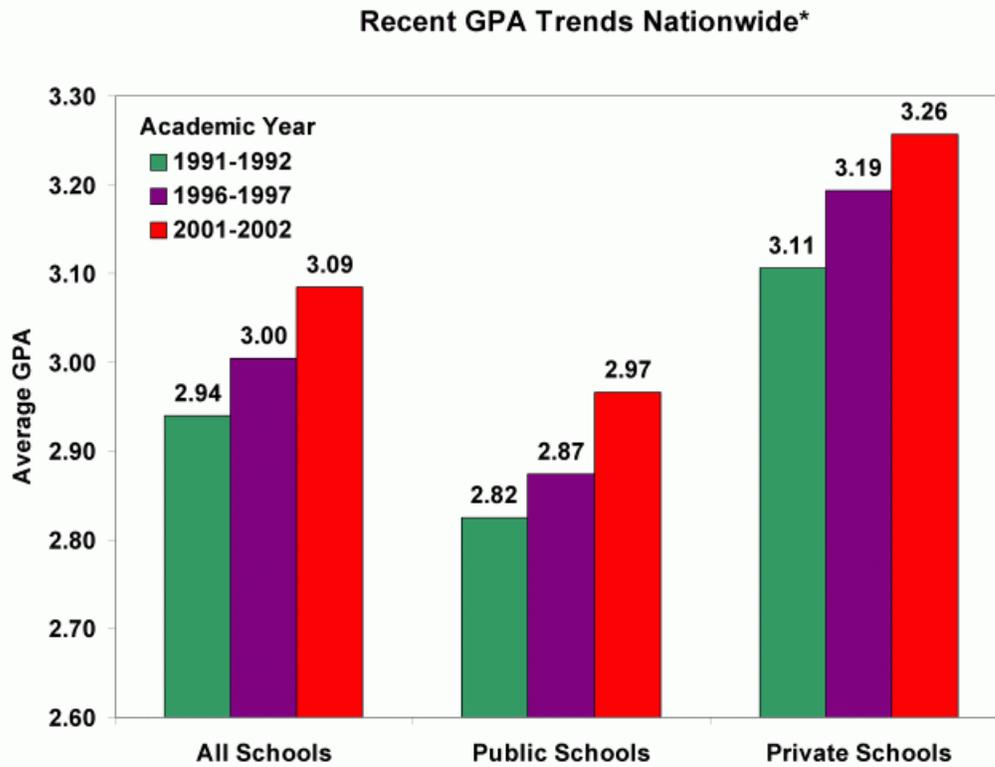
When children enroll in our Christian school, they are required to take what is known as a diagnostics test in each area of the core curriculum. Once that test is completed and the scores are sent to us, we can correctly diagnose exactly where the child needs to begin. Let's say Johnny, a new fourth grader, took all four tests and did extremely well in Social Studies, Science and Word Building, but fell behind in Math and English. In our curriculum, we would place him right where his needs are the strongest, say in long division. Once he grasps the concepts of long division, he can quickly catch up and move ahead. That is what is so wonderful about this curriculum. Each grade level is numbered. First grade is 1001-1012. Second grade is 1013-1024. Each grade level ends with a multiple of twelve until the child reaches his senior year and finishes all work in PACE 144. A child can learn as quickly or as slowly as benefits him. Once a child begins work in his or her grade level, they must complete twelve workbooks or PACEs in each subject. That means that by the end of the school year the child will have completed 60 or more PACEs. When a PACE is finished, the child will take a test covering the material in the PACE. Unless a score of 80% or more is received on the test, the child will have to repeat the PACE until mastery is achieved. For children in first through third grades the scores must be 90% or higher. Through each workbook, there are mini-tests called checkups. They quiz the child over the three sections in each book. Once each section is mastered, then the child will take a "Self-test". This covers the material in the whole PACE. If there are problems, this is usually where they will show up. By drilling the child over the areas of concern, he or she will be able to take the final test with a passing score. We encourage the children to strive not only for passing. We encourage them to pass with as high a score as possible for excellence; not just enough to get by. Once sixty PACEs are completed, the child is advanced to the next grade level.

National Standardized Testing

All Christian schools are required to administer the National Standardized Tests yearly. We use the Stanford 10 Series with OLSAT. These tests give parents a look at how the child is doing in academics compared to other students their same age. High school students are required to register for the SAT or ACT testing for college. These tests are not normally given at the Christian school campus, but can be taken at a local high school nearby.

I looked for something to compare standardized testing between public and private schools recently and found a chart with the following data from the College Entrance Exam Board. From 1954 to 1962, students taking the SAT scored anywhere from 970 to 980. After religious principles were separated from public education, those scores dropped in 1963 from 980 to as low as 890. This is the amount of reduced academic achievement since the separation. Another chart of statistics I located follows on the next page:

GradeInflation.Com - Grade Inflation at American Colleges and Universities



As you can see, the results are very interesting. These are not the only summaries I have seen. It is an unquestionable fact that private schools score much higher than public schools.

V. History Of American Education

Where Did Education Begin In America

This chapter really requires the expertise of other more reputable people in their knowledge of education in early America. First, Jay Rogers of The Mandate has this to say:

“Education in colonial America was primarily centered in the home and church, with the Bible being the focal point of all education. Schools were started to provide a Christian education to those who were not able to receive such training at home and to supplement home education. The first schools were started by the church. The first common schools originated with the school law of 1647 in Massachusetts, which stated: It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures. Our founders recognized that Satan wants to keep people ignorant. If he can keep them ignorant, he can keep them in bondage. This motivated them to not only start schools but also colleges. Colleges and universities were started as seminaries to train a godly and literate clergy. In fact, 106 of the first 108 colleges were founded on the Christian faith. One of the original rules and precepts of Harvard College stated: Let every student be plainly instructed, and earnestly pressed to consider well, the main end of his life and studies is, to know God and Jesus Christ which is eternal life (John 17:3), and therefore to lay Christ in the bottom, as the only foundation of all sound knowledge and learning. The father of the American Revolution, Samuel Adams, declared that education in the principles of the Christian religion is the means of renovating our age. He wrote in a letter on October 4, 1790, to John Adams, then vice president of the United States:

Let divines and philosophers, statesmen and patriots, unite their endeavors to renovate the age, by impressing the minds of men with the importance of educating their little boys and girls, of inculcating in the minds of youth the fear and love of the Deity and universal philanthropy, and in subordination to these great principles, the love of their country; of instructing them in the art of self-government, without which they never can act a wise part in the government of societies, great or small; in short, of leading them in the study and practice of the exalted virtues of the Christian system. Knowledge apart from God and His truth is little better than complete ignorance, because the most important aspect of education is the imbuing of moral principles. All education is religious - it imparts a basic set of principles and ideals, a worldview. How the youth are educated today will determine the course a nation takes in the future. Noah Webster understood this very well. He spent his entire adult life working to reform America and to provide a foundation of liberty, happiness, and prosperity for all citizens. Education from a Christian perspective was key. In 1839 he wrote: Practical truths in religion, in morals, and in all civil and social concerns ought to be among the first and most prominent objects of instruction. Without a competent knowledge of legal and social rights and duties, persons are often liable to suffer in property or reputation, by neglect or mistakes. Without religious and moral principles deeply impressed on the mind, and controlling the whole conduct, science and literature will not make men what the laws of God require them to be; and without both kinds of knowledge, citizens cannot enjoy the blessings which they seek, and which a strict conformity to rules of duty will enable them to obtain.

Numerous people in America today agree that a lack of moral values is the root of the country's problems, yet without a standard of moral absolutes rooted in a sovereign God and His truth, and without these being taught and lived in the homes, in the schools, in the government, and in the

media, America as a nation will not be able to impart these needed morals. The people behind the French Revolution believed virtue was necessary for their efforts to succeed, but they thought they could be virtuous on their own apart from God. The founding fathers of the United States knew this could never be. George Washington in his Farewell Address specifically addressed this belief when he said: "And let us with caution indulge the supposition, that morality can be maintained without religion... Reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principles."

PBS.Org states the following:

In the nineteenth century, the American classroom was sparsely decorated and furnished. School design was simple, expressing the frugality of a largely rural, agricultural economy. Rural communities had few resources to expend on education, and there was a lack of commercially available products for schools. Often the school would be open only for a few months of the year, usually when children were not needed to work at home or on the farm.

In the one-room schoolhouse sat students of all ages and abilities. The sole teacher was usually an unmarried woman; sometimes the students were older than the teacher. Using only the most basic resources — slate, chalk, and a few books — teaching and learning consisted mainly of literacy, penmanship, arithmetic, and "good manners." Recitation, drilling, and oral quizzes at the end of the day were the norm in classrooms across America.



The power of community and the high value placed on education are evident in the shared efforts involved in maintaining the schools. Farmers supplied the wood or other fuel for the stove to keep the schoolroom warm in the winter. Parents built school desks and took turns cleaning and stocking the stable that housed the horses the children used to get to and from school each day. Teachers often lived with local families, rotating from household to household."

Steven Yates, of the Texas Leagues Of The South, states:

Horace Mann, leader of a group of Unitarians who had captured Harvard University by the mid-1830s, went to Prussia to study government schools there. In Prussian schools, as Pinckney puts it, "the state had complete control, parents had no influence, and children were entered at the earliest age." Mann and his cohorts approved!

They designed a plan for a school system in Massachusetts that called for: (1) compulsory attendance for all students, (2) certification for all teachers in the form of a state teacher's college degree as certification (indicating that the teachers had been "taught what to teach"), and (3) full state funding. They proposed the plan to the Massachusetts legislature, and soon the government school movement was underway.

Then positivism came along. Positivism is a philosophical system holding that science is the sole arbiter of truth. In the hands of 19th century French sociologist Auguste Comte, positivism proposed a kind of religion out of Humanity (capital H). Both Pinckney and Moore quote Comte: "The object of our philosophy is to direct the spiritual reorganization of the civilized world.... We may begin at once to construct that system of morality under which the final regeneration of Humanity will proceed." Comte proposed a future in which Man stands on his own, redesigning his civilization

along lines suggested by Science (capital S), without God-and also without individuality. While humanistic philosophies had of course existed before, this was when secular humanism really captured the Western intelligentsia's imagination. Secular humanism as Christian writers and educators use the term refers to a worldview. "Everyone has a worldview," explains Pinckney, "a perspective of the world around him.... Although there are many worldviews designated by many exotic or not so exotic terms, they all boil down to just two types: your worldview will be man-centered or God-centered." In the new worldview, government and man-centeredness go hand in hand, because those who want power all too easily see themselves as having "dethroned God," as Karl Marx put it. The new intelligentsia emerging-especially its political avant garde-wanted nothing to do with the idea of answering to an Authority higher than itself. We can only expect that a man-centered philosophy would be at home in government schools modeled on the same basic philosophical underpinnings that also eventually gave us Marxism-Leninism.

*In the 1870s, the Presbyterian theologian R.L. Dabney warned against the expanding government school movement, but the majority of Christians did not sense any danger-and at first, with the above action mostly limited to Europe, nothing seemed amiss. But during the 20th century, government schools became the primary instruments of social transformation. John Dewey's Progressive Education movement was secular and evolutionary; the idea of schools as laboratories for producing children of a certain type was built into his thinking. A pragmatist who saw truth as fluid and the world as constantly changing, he saw the purpose of education as not to communicate truth and the wisdom of our civilization to children but to "adjust" them to a "changing world." Progressive Education assumed there was no definite right and wrong, and that the individual can be subordinated to the collective. It eventually spawned fads such as the "look-say" method of teaching reading and the "new math." By the 1960s evidence was accumulating of a diminishing of children's reading and mathematical abilities, the former documented in books such as Rudolph Flesch's *Why Johnny Can't Read*. The response was more federal intervention and larger expenditures. We saw Outcome-Based Education that served mainly to expand the government-educational bureaucracy and make matters worse. We have also seen "national standards" movements of various stripes, usually supported by both major political parties, that have centralized government education further without reversing the across-the-board decline in student performance that has characterized the past half-century."*

April Shenandoah, of The American Partisan, states:

"Noah Webster would not recognize the dictionary that bears his name today. Webster's New World Dictionary of the American Language defines education as: "1. the process of educating especially by formal schooling; teaching; training. 2. knowledge, ability, etc. thus developed. 3. a) formal schooling. b) a kind or stage of this: as, a medical schooling 4. systematic study of the methods and theories of teaching and learning."

In Webster's original dictionary published in 1828, his definition was: "Education - The bringing up, as a child, instruction; formation of manners. Education comprehends all that series of instruction and discipline, which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties."

To Webster, the central goal of education was to train youth in the precepts of Christianity. He stated, *"In my view, the Christian religion is the most important and one of the first things in which all children under a free government, ought to be instructed...No truth is more evident to my mind than that the Christian religion must be the basis of any government intended to secure the rights and privileges of a free people."*

In Webster's United States History Book, he has a chapter on the U.S. Constitution. In there is a section with the heading, Origin of Civil Liberty, which contains this: *"Almost all the civil liberty now enjoyed in the world owes its origin to the principles of the Christian religion... The religion which has introduced civil liberty, is the religion of Christ and His apostles, which enjoins humility, piety, and benevolence; which acknowledges in every person a brother, or a sister and a citizen with equal rights. This is genuine Christianity, and to this we owe our free constitutions of government..."*

April Shenandoah, of The American Partisan, also states:

Education in Early America:

"Education in early America was much different than that of today, in form and results. Most education was done by the home or church. This is where the ideas and character were implanted in our founders. Such training produced one of the greatest group of men - in thought and character - of all time.

Samuel Blumenfeld says: *"Of the 117 men who signed the Declaration of Independence, the Articles of Confederation and the Constitution, one out of three had had only a few months of formal schooling, and only one in four had gone to. They were educated by parents, church schools, tutors, academies, apprenticeship, and by themselves.*

Almost every child in America was educated. At the time of the Revolution, the literacy level was virtually 100% (even on the frontier it was greater than 70%). John Adams said to find someone who couldn't read was as rare as a comet. When tutors were hired, they were most often ministers and those that went to college, were instructed by ministers.

The first school in New England was the Boston Latin School. It was started in 1636 by Rev. John Cotton to provide education for those who were not able to receive it at home. The first common (public) schools were thoroughly Christian. In 1642 the General Court enacted legislation requiring each town to see that children were taught, especially "to read and understand the principles of religion and the capital laws of this country..."

As time went on, private schools flourished more than common schools (especially as the Puritan influence in common schools decreased). The Christian community saw the private schools were more reliable. By 1720 Boston had far more private schools than public ones, and by the close of the American Revolution many towns had no common schools at all." There were no public schools in the Southern colonies until 1730 and only five by 1776.

History repeats itself, as today the issue of Public schools vs. Private is a hot button. As far as homeschooling goes, we are just returning to the days of old. Statistics show that home-schooled children are above average in SAT scores, and best of all they can read.

April Shenandoah, of The American Partisan, further states:

Top Offenses In Public Schools Today Versus 30-40 Years Ago

Johnny is in trouble - not because he is playing hooky from school, but because he is attending school. Some of the most negative influences that young people can face today are found in public schools. In the past few decades this has clearly worsened. In 1940, the top offenses in public schools were chewing gum, talking in class, unfinished homework, and running in the halls. Today the top offenses are drugs, drunkenness, assault, murder and rape.

While at school, Johnny is not only confronted with drugs, immorality and violence, but he is also receiving a second-rate education. Since 1963, Scholastic Aptitude Test scores have dropped consistently each year.

As a result of decreasing literary skills, college textbooks are being rewritten at a lower grade level so that the students can understand them. Most newspapers and magazines are written at about a sixth grade level, which is now the reading level of the average American (of which I'm one). If you aren't buying this - compare the literacy level of today with early America, read the Federalist Papers, which were written for farmers and other common citizens in New York. Today's college graduates find them difficult.

You may say, "but Johnny is getting better grades than ever." This is true, which makes the problem even worse, for many young people do not know how little they are actually learning. I've just come to that conclusion in my own life. I am just now educating myself on subject matter that I should have been taught many years ago.

Take for example; the young man who graduated as Valedictorian from his Washington, DC high school yet was refused admission to George Washington University because his SAT scores were so low. Due to his excellent grades, in high school, he considered himself a superior student. However, in the words of the dean of admissions of George Washington University, "He's been deluded into thinking he's gotten an education."

What is the problem?

Most educational leaders acknowledge that there are problems with our public schools, and most of their suggested solutions involve spending more money. However, in the past few decades the public education system has dramatically increased its expenditures. In 1950, \$8.8 billion was spent; in 1985, \$261 billion; in 1990, \$353 billion; in 1992, \$445 billion. Washington, DC schools spend more than \$10,000 per student, but are near the bottom of all cities nationally in academics. Increased spending is on the way, yet with all this spending, educational skills have decreased.

*Lack of money is not the problem in our public schools. First of all, where there are no absolutes or discipline, there will be confusion and chaos. Secondly, there has been an agenda in place for many years to turn the tide of education towards a socialist creed. As early as 1932, Dr. George Counts wrote a 56-page booklet entitled, *Dare the Schools Build a New Social Order?* In 1948, Dwight Eisenhower (then serving as President of Columbia University) appointed Dr. Manfred Kridl, a well-known Marxist, to oversee a "Chair of Polish Studies" made possible by an endowment from the Communist government of Poland.*

As the years went by, and your children passed through the grades, you may have noticed that subject matter changed. Teaching methods, types of study and government programs were added, everything changed. It is a documented fact that for many years American schools have been infiltrated with a steady stream of amorality and humanism. For many years, both parents and teachers have sensed the heavily financed anti-American influences in the classrooms. How about this statement from the 1970 book "The Naked Capitalist" - if "they" have their way we will develop a prospective nightmare in our schools - schools without grades, without discipline, without prayers, without the Pledge of Allegiance, without Christmas, without Easter, without patriotism, without morals, without standards of speech or standards of dress". HELLO! Already, wherever "they" have taken over the educational system, we see the worst of their products. Surely the nation deserves something better than this for the billions it is spending.

The basic problem is with the philosophy that forms the foundation of education in America. Colossians 2:8 is very insightful in this matter: *"See to it that no one takes you captive through philosophy and empty deception, according to the tradition of men, according to the elementary principles of the world, rather than according to Christ."* It has been said that the philosophy of education in one generation will be the philosophy of government in the next.

Who Were Some Of The Founders Of Our Colleges?

Bill Maher of ABC's Politically Incorrect, said, *"America has never been a Christian Nation"*. However, as we read about the founding of our universities and the first textbooks that were used in this country, we cannot dispute our Christian foundation. 106 of the first 108 colleges were started on the Christian faith. By the close of 1860 there were 246 colleges in America. Seventeen of these were state institutions; almost every other one was founded by Christian denominations or by individuals who avowed a religious purpose.

Harvard College, 1636 - An Original Rule of Harvard College: "Let every student be plainly instructed and earnestly pressed to consider well, the main end of his life and studies is, to know God and Jesus Christ which is eternal life, (John 17:3), and therefore to lay Christ in the bottom, as the only foundation of all sound knowledge and learning."

William and Mary, 1691 - The College of William and Mary was started mainly due to the efforts of Rev. James Blair in order, according to its charter of 1691, "that the Church of Virginia may be furnished with a seminary of ministers of the gospel, and that the youth may be piously educated in good letters and manners, and that the Christian religion may be propagated among the Western Indians to the glory of Almighty God."

Yale University, 1701 – Yale University was started by Congregational ministers in 1701, "for the liberal and religious education of suitable youth...to propagate in this wilderness, the blessed reformed Protestant religion..."

Princeton, 1746 - Associated with the Great Awakening, Princeton was founded by the Presbyterians in 1746. Rev. Jonathan Dickinson became its first president, declaring, "cursed be all that learning that is contrary to the cross of Christ."

University of Pennsylvania, 1751 - Ben Franklin had much to do with the beginning of the University of Pennsylvania. It was not started by a denomination, but its laws reflect its Christian character. Consider the first two Laws, relating to Moral Conduct (from 1801): "1. None of the students or scholars, belonging to this seminary, shall make use of any indecent or immoral language: whether it consist in immodest expressions; in cursing and swearing; or in exclamations which introduce the name of God, without reverence, and without necessity. "2. None of them shall, without a good and sufficient reason, be absent from school, or late in his attendance; more particularly at the time of prayers, and of the reading of the Holy Scriptures."

Some other colleges started before America's Independence include: Columbia founded in 1754 (called King's College up until 1784), Dartmouth,1770; Brown started by the Baptists in 1764; Rutgers, 1766, by the Dutch Reformed Church; Washington and Lee, 1749; and Hampton-Sydney, 1776, by the Presbyterians.

It may surprise many to know that the Bible was truly the first textbook. The New Haven Code of 1655 required that children be made "able duly to read the Scriptures... and in some competent measure to understand the main grounds and principles of Christian Religion necessary to salvation."

a. The Bible was the central text - John Adams reflected the view of the founders in regard to the place of the Bible in society when he wrote: "Suppose a nation in some distant region, should take the Bible for their only law-book, and every member should regulate his conduct by the precepts there exhibited!... What a Utopia; what a Paradise would this region be!" John Adams, Feb.22, 1756

b. Hornbooks - Hornbooks were brought to America, from Europe, by the colonists and were common from the 1500's - 1700's. A hornbook was a flat piece of wood with a handle, upon which a sheet of printed paper was attached and covered with transparent animal horn to protect it. A typical hornbook had the alphabet, the vowels, a list of syllables, the invocation of the Trinity, and the Lord's Prayer.

c. Catechisms - There were over 500 different catechisms used in early education. Later, the Westminster Catechism became the most prominent one.

d. The New England Primer - It was the most prominent schoolbook for about 100 years and was used through the 1800's. It sold over 3 million copies in 150 years.

e. Webster's Blue-Backed Speller - First published in 1783 it sold over 100 million copies. It was one of the most influential textbooks and was based on "God's Word."

f. The McGuffey Readers - Written by minister and university professor William Holmes McGuffey, the McGuffey Readers "represent the most significant force in the framing of our national morals and tastes" other than the Bible.

While there were many other textbooks (especially in the 1800's), the ones just mentioned were some of the most important.

Education in Religion was central to our Founders: Benjamin Rush signer of the Declaration of Independence wrote, "...the only foundation for a useful education in a republic is to be laid in religion. Without this, there can be no virtue, and without virtue there can be no liberty, and liberty is the object and life of all republican governments."

The type of education that shaped our Founders character and ideas was thoroughly Christian. It imparted Christian character and produced honest, industrious, compassionate, respectful, and law-abiding men. It imparted a Biblical world-view and produced people who were principled thinkers.

VI. History Of Christian Education

As you've just read, our nation was founded upon Christian principles and values. Christian Education started BEFORE public education.

Historian Christopher Dawson has described the beginnings of Classical Christian Education:

"From the time of Plato the Hellenic paideia [system of instruction] was a humanism in search of a theology, and the religious traditions of Greek culture were neither deep nor wide enough to prepare the answer.....The new Christian culture was therefore built from the beginning on a double foundation. The old classical education in the liberal arts was maintained without any interruption, and since this education was inseparable from the study of classical authors, the old classical education continued to be studied. But alongside of--and above--all this, there was now a specifically Christian learning which was Biblical and theological and which produced its own prolific literature.

Typically the schools in early American history were Classical Christian schools. The instructors were usually ministers whose training was a combination of classical languages and literature and Protestant theology. In other words, they studied the Bible in its original Hebrew and Greek, and they read Homer's Iliad in Greek, Tacitus' histories in Latin, as well as studying John Calvin's Institutes of the Christian Religion. For example, Moses Waddell, a Southern Presbyterian preacher and teacher (1770-1840), began studying Latin at age eight, and after six years of school, he had finished courses in Greek, Latin, and mathematics. After his conversion and entrance into the ministry, Waddell established, in a log building, a school with an enrollment of as many as 180 students a year. In his book Southern Presbyterian Leaders, Dr. Henry Alexander White made these comments about Waddell's school:

The food furnished to the students in Waddell's log college was plain, for it was usually nothing more than cornbread and bacon. A blast from a ram's horn called them all together from morning and evening prayers. When the weather was mild the students sat or lay beneath the trees to prepare their lessons. The sound of the horn told the class in Homer when to assemble, and all of the members rushed at once to the recitation hall in the main building. Then the horn called up, in regular order, the Cicero, the Horace, and the Virgil classes, as well as those engaged in the study of mathematics and English.

The success of this school obviously did not come from expensive facilities and modern technology or even a good cafeteria. (This shows the fallacy of those who promote higher school taxes to improve education.) Jack Maddex, Jr. said, "Waddell's students mastered the classical curriculum at an exacting pace, interspersing long study periods with recitations." Many of Waddell's students achieved prominence in academic and civil affairs.

The type of student Classical Christian education produced is astounding to modern readers. The difficulty and rigor of education made it a prized commodity. The compulsory and egalitarian education system of today has debased the value of the commodity. While academic degrees are expected in many fields today, they are rarely seen as indicators of academic or intellectual ability. By contrast, education in the past was equated with book knowledge, and that knowledge was acquired only by hard work. Young Moses Hoge was noted for fastening a book to his plow as he

worked the fields. He would plow a furrow, stop and read a page, and then ponder the contents as he plowed the next furrow. David Caldwell, as a student, would sit near an open window and study into the late hours of the night. Then he would fold his arms on the table, lay his head down, and sleep until morning. James Henley Thornwell, who was given to studying fourteen hours a day, commented on his own need to improve his speaking and writing skills:

Language was my great difficulty in early life. I had no natural command of words. I undertook to remedy the defect by committing to memory large portions of the New Testament, the Psalms, and much of the Prophets, also whole dramas of Shakespeare, and a great part of Milton's Paradise Lost; so that you might start me at any line in any drama or book, and I would go through to the end.

As a young teacher, Thornwell continued his study habits:

I have commenced regularly with Xenophon's works, and intend to read them carefully. I shall then take up Thucydides, Herodotus, and Demosthenes. After mastering these I shall pass on to the philosophers and poets. In Latin I am going regularly through Cicero's writings. I read them by double translations; that is, I first translate them into English and then retranslate them into Latin. In German I am perusing Goethe's works. My life, you can plainly see, is not a life of idleness.

After Thornwell committed his life to Christ, he entered the ministry and became one of the greatest Presbyterian ministers and theologians ever produced in America.

Professor Clyde Wilson has described the curriculum and its purposes in the University of North Carolina in the middle of the 1800s. He said:

The college curriculum consisted chiefly of Latin, Greek, and pure mathematics, with smaller amounts of modern languages, chemistry, geology, physics, botany, zoology, metaphysics, logic, rhetoric, political economy, and constitutional and international law. More than half of a student's time in four years was spent in languages ancient and modern; three-fifths in the languages and pure mathematics together. The intent of these studies was to develop the powers of reason, analysis, and perspective, and by familiarity with the classical republics to inspire an understanding and love of American institutions. The curriculum also reflected a highly verbal and personalized society in which fixed status and institutional rigidity had not robbed words of their power to persuade and move.

This ability to use reason, analysis, and perspective comes from reading. Neil Postman said, "From Erasmus in the sixteenth century to Elizabeth Eisenstein in the twentieth, almost every scholar who has grappled with the question of what reading does to one's habits of mind has concluded that the process encourages rationality; the sequential, propositional character of the written word fosters what Walter Ong calls the 'analytical management of knowledge.'" In Classical Christian education, this intellectual ability is cultivated in order to understand and implement the Scriptures. Susan Alder has stated that education in Colonial America was Christian not only in teaching the doctrines of the Christian faith, but in defining all reality by precepts and principles laid out in the Bible. As historian Clinton Rossiter has said, "The colonial mind was thoroughly Christian in its approach to education, philosophy, and social theory...."

The importance of the Bible in education can be seen in an ironically prophetic defense of the use of the Bible in public schools given by Benjamin Rush in 1786. Rush said:

“I do not mean to exclude books of history, poetry, or even fables from our schools. They may and should be read frequently by our young people, but if the Bible is made to give way to them altogether, I foresee that it will be read in a short time only in churches and in a few years will probably be found only in the offices of magistrates and in courts of justice.

Many other examples could be given of the nature of Classical Christian education as it existed in America from our colonial beginnings to about the 1900s. Very obviously, the academic standards were high, the worldview was Christian, and the results were amazing. But what is the message for us? Some would object to this discussion and point out that not all Americans received the level of education described above and that not all American students were James Henley Thornwells in inclination and ability. This is true; likewise, not all basketball players today are Michael Jordans, but that should not cause us to lower the basketball goals to five feet high. The example of educated men of the 1700s and 1800s is daunting. How can we teach in such a way to achieve this when the teachers today do not have the Classical Christian training of the past? The answer is that we cannot achieve the same results....in one generation. We must be future oriented, and we must begin with what we have.

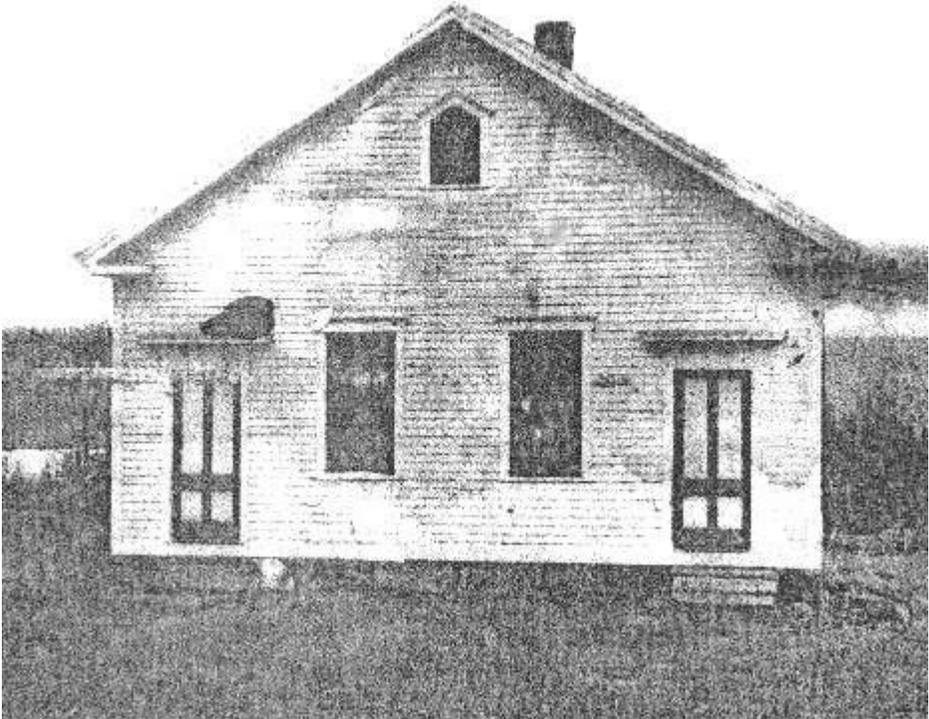
We have the Bible, so we can teach theology. We have books--centuries' accumulation of books at affordable prices. While we may begin with language restrictions, since few are trained in Latin and Greek today, we can master the great works of literature, history, and theology either written or translated into English.

Another objection might be: Why this type of education? Why not something more relevant, more modern, more accommodating to a non-literate, non-theological age? Classical Christian education is not designed to fit the student for our times. It is designed to transform the student to God's times (Romans 12:2). It is designed to produce a student with the mental discipline and ability to read an in-depth book (even one with more than one hundred pages), write discerning, thoughtful essays on the book, present lectures or debates on the contents of the book, and evaluate its contents in light of the Christian worldview. "Paces," multiple choice questions, computer games, and entertaining films cannot accomplish these results. Classical Christian education is "word-oriented." It can and has produced workmen who can rightly divide the Word of God and who do not need to be ashamed to confront and unmask the idols of our age.”

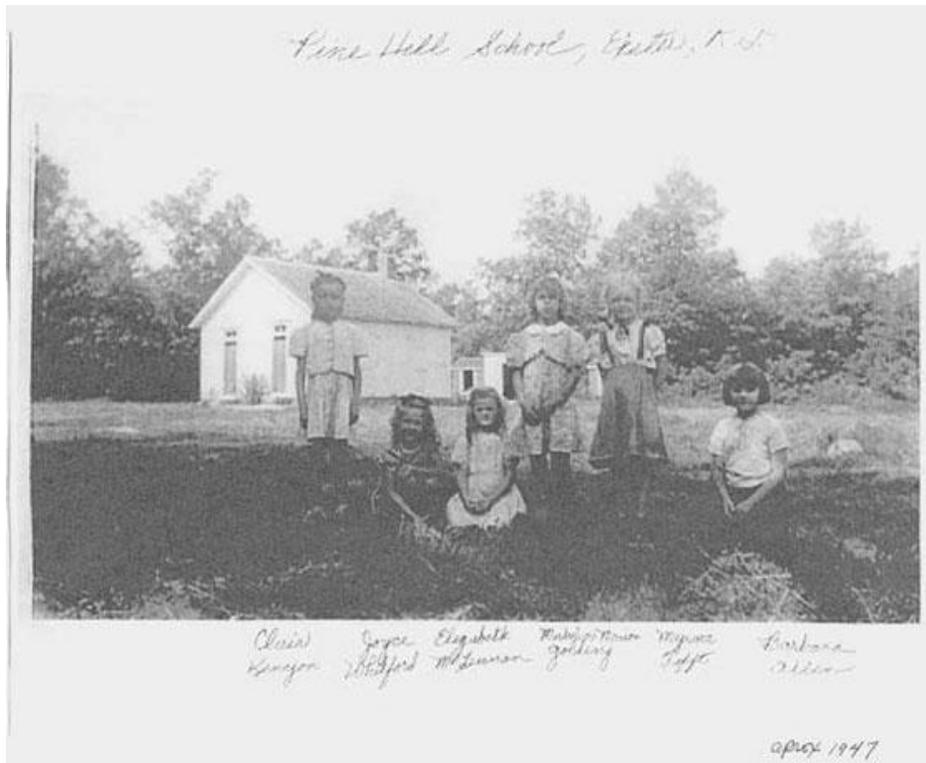
One Room Schoolhouses

In the 19th and early 20th centuries, most American students attended a one-room schoolhouse. A single teacher would typically have students in the first through eighth grades, and she taught them all. The number of students varied from six to 40 or more. The youngest children sat in the front, while the oldest students sat in the back. The teacher usually taught reading, writing, arithmetic, history, and geography. Students memorized and recited their lessons.

The classroom of a one-room schoolhouse probably would not look much like what you might see today in schools. The teacher's desk may have been on a raised platform at the front of the room, however, and there would have been a wood-burning stove since there was no other source of heat. The bathroom would have been outside in an outhouse. Below, you will see pictures of typical one-room school houses. The pictures starting on the next page are real places that still exist today in different parts of our nation.







A one room schoolhouse was attended by the grandmother of Donald R. Howard, founder of the A.C.E. School of Tomorrow program. She shared with him all of her experiences in going to a one-room schoolhouse; of how a teacher managed the different grade levels of students in the same room. This is how he designed the A.C.E. curriculum in 1970. Today, there are nearly 7,000 schools in 120 different countries using Accelerated Christian Education.

First Textbook – Holy Bible

The very first textbook, as we’ve already learned, was the Holy Bible. Secular educators today are not familiar at all with the need for Biblical education. Every subject that our schools require today is literally in the Bible.

Math would include all the details of the building of Noah’s ark, the building of the temple, etc. For more information about the evidence of math in the Bible, go to <http://www.scribd.com/doc/502839/Math-and-the-Bible>.

Then we have Science, which of course the humanists have already changed. Creation, not evolution, is REAL science. Evolution has never been proven. There is not one facet of evolution that proves that I am a descendant of an ape. The cosmos did not just explode and produce blobs of cells which became man. I would like for any person to prove to me otherwise. Darwin never expected man to take his theory and run with it. But of course, that is why Christian education is the best for any child. The secular institutions have thrown away God. They don’t want you to know that Darwin was only theorizing. History is included in almost every book of the Bible. Literature in its purest form comes from the books of Psalms, Proverbs, Song of Solomon and Ecclesiastes.

Naturally, there are many other things in the Bible which we could use in our schools, but unfortunately, the Bible is not allowed in our public schools. So much for our very first textbook.

VII. Types Of Christian Education Today

Homeschooling

Homeschooling is one method that many Christian families have chosen to educate their children. Naturally, this method requires one or both parents to be “stay-at-home” parents and not career oriented. Usually, a family will look for a Christian school umbrella so that they will have accountability and assurance of academic assistance should the need arise. Many Christian schools offer this service. There are also many statewide Christian agencies that offer this as well. The school you choose to use as an umbrella will normally offer to keep academic records and transcripts for a homeschooling family.

My husband and I chose to homeschool our three boys in 1996. We made sure that we had a Homeschool covering through a Christian school in our area. Trying to educate three boys at three different grade levels was extremely difficult, but also very rewarding. I had one child in first grade, one in fourth and one in eighth. The first grader needed much more one-on-one instruction than the other two since he was just learning to read. We were privileged to be able to join other families occasionally for field trips, cooperative learning, band, field days and such. We homeschooled our boys for four years until I had to go back to work

HOMESCHOOLFACTS.COM tells it this way:

“Why Homeschool:

Homeschooling is the single fastest growing educational trend in the United States, and that trend is expanding worldwide. Dr. Brian Ray, one of the leading homeschool researchers, estimates that homeschooling has increased 15% per year over the past several years. While accurate statistics regarding the number of families that participate in homeschooling is difficult to come by, Dr. Ray’s estimates are supported by the U.S. Department of Education’s National Household Education Survey program.

In 1999, the Department of Ed estimated that there were about 850,000 homeschoolers nationwide, and had increased to about 1.1 million by 2003. An estimate was given that there were between 1.7 and 2.1 million homeschoolers at the end of that period, and that currently, there are between 2.5 and 4 million homeschoolers nationwide.

It is not hard to see why. Every day there are reports about how our traditional education systems are failing to keep pace with business and industry and even with worldwide education systems, in preparing our nation’s youth to enter the workforce. Students in Japan, India and China spend more time in school, and far surpass our nation’s youth in Math and Science.

So how do homeschoolers do, comparatively?

Socially:

There is a common myth that homeschooling produces social misfits. This myth partially arises from an assumption that traditional education systems provide “normal” socialization activities. Dr.

*Raymond Moore, in his book *Better Late than Early* writes that “The idea that children need to be around many other youngsters in order to be ‘socialized’ is perhaps the most dangerous and extravagant myth in education and child rearing today.” There is ample research that indicates that because home schooled students are exposed to a wider variety of people and situations, they learn to get along with a variety of people, making them socially mature and better able to adjust to new situations.*

In their Communities:

Many non-homeschoolers believe that homeschooling can turn out better students, but because homeschool students are educated in greater isolation from the world, they are less politically and socially involved. This concern comes at a great time, for homeschoolers at least. The first generation of homeschoolers has now grown up and entered the workforce. Dr. Ray surveyed over 7,000 adults who had been home schooled and compared them against their more traditionally educated peers. His research found that:

Ninety-five percent of homeschoolers had an adequate comprehension of politics and government, compared to 65% of U.S. adults.

Seventy-one percent of homeschool graduates participate in ongoing community service activities, including politics, compared to 37% of adults in similar ages.

Eighty-eight percent of HS graduates are members of organizations (community groups, church, or professional organizations) compared to 50% of U.S. adults.

Significantly, 76% of homeschool graduates voted in a national or state election within the past 5 years, compared to 29 percent of similar U.S. adults.

In College:

Many homeschool families are concerned whether their child will be able to do well on the SAT/ACT’s and get into college. Every year, colleges across the nation and around the world are opening their doors to homeschoolers. Many of the most prestigious colleges around the nation have accepted homeschoolers: Brown, Georgetown, Harvard, MIT, Princeton, the United States Military Academy at West Point, UC at Berkeley, University of Michigan, Notre Dame, and Yale, just to name a few. Homeschool Facts has compiled a list of over 1,400 colleges that accept homeschoolers, and that list grows longer every day.

Colleges and Universities all around the nation have realized the positive benefits of attracting homeschoolers. Research indicates that homeschoolers who have gone to college have no social skill deprivation, exhibit greater leadership skills, demonstrated stronger work ethic and had higher moral values, integral in their college success.

Homeschooling is obviously not for everyone. However, it is also an education option that should be considered for any family that does not feel their student’s needs are being met in traditional educational systems.”

Church Based Schools

Many churches across America and around the world have chosen to incorporate a Christian school into their programs. Naturally, this means much discussion and planning by the various Church committees. The senior pastor needs to have the major lead in this decision since it will require constant feed back from him. Of course, the first decision to be made will be where the school will meet. What part of the church facility could be given up to accommodate a growing Christian school? Once that decision is made, the next question would be, “Who’s going to be the administrator of the school and who will be the principal.” Again, these type questions will be answered best after much discussion, prayer and interviewing. Of course, you will need to decide what curriculum to use. The people chosen to be administrator and principal will need to go to special training set up by the agency of whom you have decided to use for curriculum. Different curriculums require different training. If you decide you want a school with separate grades and teachers, then you will need training from companies such as **Bob Jones** or **A Beka Book**. If you want a one-room schoolhouse type classroom, you will need to go to A.C.E. or Alpha Omega training sessions. All of these decisions depend on the amount of space you have for a school.

I have worked in four different Christian school settings within a church. All of them used the A.C.E. School of Tomorrow curriculum. The first school where I worked was in a large one-room class. This room was a school on Monday through Friday and then a church on Sunday and Wednesday. We had between fifteen and twenty students at any one time. They ranged in grade levels from first to twelfth. At that time, I was only an assistant volunteer teacher since my daughter was part of the school.

The next school I worked for had the entire church building for use during the week. We had a kindergarten class, first grade class, lower learning center, middle learning center and upper learning center. We also had for our use the sanctuary for morning devotions and break times. We used the lunchroom daily and had one extra classroom for tutoring. There was also an office for the school secretary and a mini library for the many literature books the students were required to read. This was by far the best facility I had ever worked in. Due to financial reasons, this school closed at the end of the 1996 school year.

In the fall of 1996, we began homeschooling our three boys. When I went to work at the insurance firm, I longed to still be involved in my children’s education. I was still interested in teaching and the Lord just miraculously provided a job for me in one of the largest Christian schools in Huntsville, AL. This school was independent of any particular church. The administrator was a good friend of ours and since my boys were going to be in the school, I was offered to take the 7th and 8th grade class as supervisory teacher. This school also had several different classrooms: one for preschool, one for kindergarten, and one for first grade. In addition, there was a classroom for children in second through fourth grades, another room for the higher level fourth graders through the sixth grade. I had all the seventh and eighth graders in a separate classroom and the high-school students had their own room. There was a large area for devotions and a smaller room with certain kitchen appliances to enable students to prepare their lunches.

When we moved to Tennessee in 2000, I went to work again as a teacher in a brand new Christian school that was part of the church of which my husband was pastor. The school was part of our church, but had to meet in a different location due to the inconvenience of a small facility. The school had to move three different times, because of growth. Once the church purchased a large

facility, our school was able to move into the back fellowship hall. We built two different student learning centers that fit nicely in the large room, and also built desks for a kindergarten in a back room. The principal also had his own office at one end of the devotional area.

In 2007, we again moved to Huntsville, AL and this is where we are today. Our pastor asked me to re-start the Christian school that had closed back in 1996. We meet in the sanctuary with desks against the back south corner of the church. I have an office in another part of the church where I keep all the student files and PACE files.

Church based operations have been my choice over the past several years. I have had some good times and some not so good times, but I think any teacher would have to admit that fact. If I had to choose what route of Christian education to take today, it would have to be to place my children in a Church based Christian school.

Private Independent Schools

Private independent schools are another choice parents have. Although some do not use Christian curriculum, but instead use curriculum published by companies such as Saxon, Harcourt Brace Jovanovich, Heath, Holt Rhinehart, Franklin, Glencoe, etc., they still try to instill certain traits into the students' character such as integrity, loyalty and honor.

I know of two different private schools that are well thought and spoken of. These are the Webb School in Bell-Buckle, TN and the Randolph School in Huntsville, AL. These are also boarding schools as well, for children coming from long distances away.

According to GreatSchools.net:

“Private schools cost money. Private schools do not receive tax revenues, but instead are funded through tuition, fundraising, donations and private grants. According to the National Association of Independent Schools (NAIS), the median tuition for their member private day schools in 2005-2006 in the United States was close to \$14,000 for grades 1 to 3, \$15,000 for grades 6 to 8 and \$16,600 for grades 9 to 12. The median tuition for their member boarding schools was close to \$29,000 for grades 1 to 3, \$32,000 for grades 6 to 12. Note that of the 28,384 private schools in the United States, about 1,058 are affiliated with NAIS. The Digest of Education Statistics 2005 from the National Center for Education Statistics (NCES) reports that for the 1999-2000 school year, the average private school tuition was about \$4,700.”

“Parochial schools generally charge less. According to the National Catholic Educational Association, in their annual statistical report in 2005-2006, the average elementary school tuition for Catholic schools (in 2005) was \$2,607; the average freshman tuition (for 2002-2003) was \$5,870. Catholic Schools enroll more students (49%) than any other segment of private schools.”

“Private schools are selective. They are not obligated to accept every child, and in many private schools admission is very competitive.”

“Private schools are not subject to as many state and federal regulations as public schools. Since private schools are funded independently, they are not subject to the limitations of state education budgets and have more freedom in designing curriculum and instruction.”

“Private schools have the flexibility to create a specialized program for students. For example, private schools may use art or science in all classes, or take children on extended outdoor trips that blend lessons across the curriculum. Private schools can create their own curriculum and assessment systems, although many also choose to use standardized tests.”

“Teachers in private schools may not be required to have certification, and instead often have subject area expertise and an undergraduate or graduate degree in the subject they teach.”

“The student population at a private school is determined through a selection process; all students must apply and be accepted in order to attend. Although students may be from different neighborhoods, they will probably have similar goals and interests. This tends to create a fairly homogenous student body.”

“Private schools do not have to accept children with special needs, and many choose not to (although there are a small number of private schools specifically designed for special needs children). As a result, most private schools do not have special education programs or teachers trained to work with students with severe special needs. Private schools will try to help all the students they admit, but extra resources may also come at an additional cost.”

“Private schools are generally committed to providing small classes and individual attention to students. Many parents choose private schools for this reason.”

VIII. Curriculum For Christian Education

Right now, I want to discuss some of the different curriculums that parents choose for homeschooling and also what various Christian schools use. No one school uses the exact same curriculum as any other school. Some Christian academies choose to use only one type curriculum. For instance, A Beka Book is the only curriculum used by ABC academy. (Not a real academy) Another school will choose to use only the Bob Jones curriculum. Several Christian schools combine curriculums, using as many as three different ones. I am most familiar with the School of Tomorrow A.C.E. curriculum because the last three schools where I've taught used it exclusively. Now, one of those schools has incorporated the Alpha Omega Computerized curriculum into its program. This school still uses the School of Tomorrow, but only for the lower level grades and the slower students.

Alpha Omega

Alpha Omega's computerized curriculum is called "Switched On Schoolhouse", SOS for short. It includes networking with the main computer terminal at the teacher's desk and each student having their own computer at their desk. This is an outstanding program and works well if you have a large school. The start up cost for this system is over extremely high. That's why you don't see many smaller schools using SOS.

"Why use SOS?"

SOS is a computer-based program featuring 3-D animation and cutting edge multimedia. Students finish lessons by completing various questions, activities, and quizzes, all through a CD-Rom program. Most of the grading is automatic so teachers only have to grade subjective questions. Teachers and students can leave messages for one another and teachers may find their work cut in half with the record keeping and lesson planning features. SOS offers much flexibility so that you can customize learning to fit students' educational needs. Students are guided through the lessons at their own pace, giving them the chance to master concepts before moving on to more challenging lessons. There are approximately 130 lessons per subject. Five core subjects — Bible, Language Arts, Math, History & Geography, and Science — are available for grades 3-12. A number of electives are also available such as Health, Spanish, and Consumer Math."

Another of Alpha Omega's curriculum is called "Life-Pac" curriculum. "LIFEPAC is their award winning, K-12 Christian curriculum designed to teach five core subjects plus an array of electives. LIFEPAC's full-color worktext curriculum is based on the principle of mastery learning, in which students truly master the content and skills of one unit before progressing to the next. The curriculum is composed of consumable textbook/workbook combinations that conveniently combine subject text, exercises, projects, review, and tests."

Horizons

"The Horizon's curriculum, which builds fundamental skills in mathematics and language, is an alternative to the LIFEPAC curriculum for elementary students. Students master beginning and intermediate math concepts such as addition, subtraction, multiplication, and division. They develop basic communication skills through a wide variety of lessons and activities focused on reading,

phonics, penmanship, spelling, and vocabulary. Courses include Phonics and Reading (grades K-1), Spelling and Vocabulary (grades 1-2), Penmanship (grades 1-4), and Math (grades K-6).”

Alpha Omega also has another curriculum called Weaver Curriculum. “Scriptural lessons, based on the books of the Old Testament, "weave" throughout the basic subject lessons, promoting both spiritual and academic development that enhances students' learning through experience. This hands-on unit study includes Language Arts, History, Geography, Bible, Science, and art. Preschool through grade 12.”

As you can see, AOP has a major role in the development of curriculum for Christian schools.

Bob Jones University Press

BJUP is another outstanding curriculum available to both Christian schools and homeschoolers. Bob Jones offers curriculum for pre-school through grade twelve. They have regular soft-back textbooks that students are required to work in during their entire school year. Usually, there are five to six subjects from which each teacher for each grade normally instructs.

I have read many reviews from homeschool parents who say that BJUP is one of the best curriculums to use. I know of one school from several years ago who used BJUP only in kindergarten through sixth grade. The teachers at the time really enjoyed using this curriculum.

Another way to use BJUP is through their HomeSat or Distance Learning curriculum. “When you lease Distance Learning DVDs from BJU Press, you get a convenient, portable product that you can just slide into your DVD player on your own schedule. You’ll be able to view the classes on a TV set, a dedicated DVD player, most computers, and many laptop computers. All you need is a DVD player that is -R compatible and a TV or a computer with a monitor. Go to the on-screen menu and in seconds you’re into the lesson.

Any number of children within your immediate family may watch the DVDs—there is no per-child viewing fee. DVD courses are available as a complete grade package for elementary grades K4 through grade 6. In grades 7–12, they are available either as a complete grade package or as individual courses. The textbooks are included in the DVD package.

For children who are on different grade levels in a given subject, BJUP offers the flexibility of moving up or down one or two grade levels for a maximum of two subjects. For example, a parent could exchange Spelling 3 for Spelling 2. (Elementary students cannot move up into secondary grade levels, however, and vice versa.)”

A Beka Book

A Beka Book was originally designed for use in Christian schools. Many homeschool parents use it today because of the incredible method of teaching math.

“Developed by cognitive scientists, noted leaders in the educational field, math and reading specialists, and veteran public- and private-school teachers, the K¹² curriculum is known as one of the **most researched and effective learning programs in the nation.**

With a laser focus on how kids actually learn, the K¹² curriculum helps all kinds of kids unlock their personal full academic potential and achieve mastery of the key concepts

and skills they will need to succeed in life. Students learn through instruction, texts, hands-on experiences, and an easy-to-use Online School (OLS), supported by supplemental materials.

From gifted children, to kids whose lives require an individualized schooling schedule, to those who need a gentler pace than in a traditional classroom, K¹² provides an adaptable but focused learning environment and a rigorous, high-caliber education that meets or exceeds state academic standards.

With more than 700 lessons per grade level, you can be sure your children are receiving thorough instruction in all of the core curriculum subjects.

High school students take courses in these core subjects, and also have access to electives such as foreign languages and AP courses.”

Saxon

Saxon Math has been one of the most prominent and well-used curriculum since the 1970s when John Saxon, an algebra teacher at a junior college in Oklahoma, discovered that his students were not comprehending or retaining the algebra they were being taught. “What started as writing out some problems for his class became a highly successful algebra program.

In 1979, Saxon Algebra was published in two texts for the junior college level. He continued to write and adapt his work into a text for high school algebra students and enlisted several high school teachers to try his manuscript with their students. They too were successful using the program.

In October 1980 his *Algebra 1* book for high school became a reality. In 1981, Saxon recruited twenty teachers to try his method of teaching. Approximately 1400 students were involved in the test. At the end of the school term, Saxon students were able to solve 2.6 problems for every one problem solved by students in regular classes.

By 1986, when the company changed its name to Saxon Publishers, Inc., four books were available: *Algebra 1*, *Algebra 2*, *Algebra 1/2*, and *Advanced Mathematics*. By 1993 the company had published thirteen books and programs for students in kindergarten through high school, including a calculus and physics text.

In 1996 *Phonics K-2* was introduced to schools throughout the country; followed in 1999 by *Phonics Intervention*, a program designed especially for older non-readers.

The Saxon approach to marketing is quite unique in the industry. The sales force is made up of former teachers, most of whom have taught Saxon programs in their classrooms before joining the company as sales representatives. School districts in all fifty states, and also several foreign countries, use Saxon texts.”

The great thing about Saxon that I noticed when using all of his math books was that the Geometry was integrated throughout his entire curriculum, from K – Advanced Math. Therefore, if students start their education with Saxon Math, they won’t have to take a separate Geometry course. It is included in the Algebra I, Algebra II and Advanced Math texts. When I homeschooled my three boys, I used Saxon with all of them.

Accelerated Christian Education

I have already discussed this curriculum earlier in this dissertation. Here, I will just review what has already been talked about.

Accelerated Christian Education was founded in 1970 by Dr. Donald Howard and his wife Esther. They set about developing a Bible based curriculum, which was adopted by a number of private Christian schools. He traveled extensively to promote ACE schools, viewing the establishment of ACE schools around the world as a new form of missions--he called it educational missions. According to information on the Accelerated Christian Education website, Dr. Donald and Esther Howard opened the first school to use the ACE program in Garland, Texas. They started with 45 students. By 1971, they had added 6 new schools.

There has been so much debate in Christian education circles about the validity of individualized learning. The fact remains, however, that all of us are individuals and it is on this that individualized learning is based. God has, in His wisdom, decreed that we should be created unique beings; each with our own learning curve and rate of absorption. Children need to learn basic skills, knowledge and concepts at a rate that suits their individual learning profile.”

“A.C.E. provides a graduated series of workbooks (paces) which take the individual child through the key stages of the core curriculum at a rate that best suits that individual. This ensures that no important concepts are missed out through misunderstanding, inattention or absence. Children can spend as long as necessary learning a particular area of knowledge or developing a specific skill, without being rushed on by the rest of the group. Conversely, a quick learner can progress at his own rate, without being ‘held back’ his slower peers.”

There are so many more different curriculums out there that different schools use. If I were to list them all, they would all be in a book of their own.

I know a lot of people would disagree with me on what they think the best curriculum is, but after working with A.C.E. for the last 23 years and doing substantial research about the organization and its employees; going to all the different training sessions and Educators’ Conferences, I have to say that A.C.E. School of Tomorrow is the best that Christian Curriculum has to offer. Sometimes, it’s good to supplement with some of the other choices such as Saxon, but all in all, my number one choice is A.C.E.

IX. Difficulties Associated With Christian Schooling

Some may be ask the questions, “What about all the things that you haven’t mentioned such as accreditation?” What about transferring to other schools? Will my child be able to be involved in varsity sports? Are the children going to be affected by the lack of socialization?” Then there’s the BIG question: “What if I can’t afford to send my children to a Christian school?” I will briefly try to expound on each of these concerns that come to parents who are contemplating putting their children into a Christian school or homeschool.

Accreditation

It has been my experience that unless the school in which you are planning to enroll your child has been state certified with only state approved textbooks, you will be severely limited as far as accreditation goes. There are some private organizations such as the National Council for Private School Accreditation, the National Association of Private Schools and the National Accreditation Agency among many. Usually the “red tape” associated with these agencies is extremely long. There is also the matter of the cost. The word accredited simply means qualified, licensed, deputized, certified, commissioned, vouched for, or empowered. (Websters Thesaurus) The reason the state refuses to accredit Christian schools is because the NEA wants total superiority over any and all educational institutions. “The NEA (National Education Association) wants the monopoly when it comes to educating America’s children. They want no competition. They believe that they are the rulers of education which includes everything from school location to textbooks. The NEA Lobbyists continue daily to fight with everything they have against Christian Schools. I read recently in one article that the NEA is even trying to get a bill passed in congress saying that children need to be in school 24/7 to avoid teen pregnancies!! Again, NEA does not want private Christian school education in America. Some private schools have gone along with the NEA and have succumbed to the pressures of having only state mandated textbooks. So, what do we do? Most Christian schools just use the Private School Accrediting Commissions. Some schools simply choose to ignore the state’s interference. If the curriculum has been approved in national levels, then no one really cares whether or not the NEA has any say so in the matter.

Certain Schools Not Accepting Transfer Students from Christian Schools

I have only run across the situation of a school not accepting transfer students from our schools a few times since I’ve been in Christian Education. Usually, it’s a simple matter of contacting the institution to where the child is being transferred and answering a few minor questions. If the transferring student is required to take entrance exams or equivalency exams, then there might be a problem if the student did not stay on task at the Christian school. Most of the public schools where certain students have transferred from us, have gladly accepted them and even noted that they excelled above their own classmates. There is also an agency called HSLDA in which you can become a member to avoid all legal hassles should they arise. As I stated before, these type problems do not come up except on very rare occasions.

Lack of Varsity Sports for Smaller Schools

Varsity sports is not uncommon for small Christian school. Two years ago, I worked at a school in Tennessee, and at the time, we only had about 14 students. We had six boys who desperately

wanted a basketball team. One of the student's dad's was a basketball coach and volunteered to coach our boys as part of a private school league. We had an awesome season. The boys never got much of a break due to the fact there was only six of them, but we ended the season with 7 wins and 1 loss. I was so proud of those kids! Sometimes, you don't have enough students for a varsity league of any kind and football is one of those sports that not many Christian schools even try. Basketball and volleyball are the two biggest sports in Christian education. All of my children have played varsity basketball in the four different schools they've attended. If you are sending your child or children to a small school, don't get upset if they don't have a varsity league in place. Many private schools go outside the school to get players from schools without leagues. My youngest son played for a school in Tennessee since we had just started the Christian school here in Alabama. He traveled to Tennessee two to three times a week for games and practices. This year, since we don't yet know how many students we'll have to start with, he's planning on playing for one of two other Christian schools in our area. The coach of one school we know of has already invited him to play for their team.

Socialization Perception

“Biblical or worldly socialization?”

When most home educators and school administrators speak of successful socialization, are they referring to the same thing?

Education researcher Dr. Michael Mitchell found that being popular, aggressively competitive, materialistically driven and self-confident are traits promoted in conventional schools.

His study shows that these campus ideals are discouraged by Christian home educators in favor of building their children's character and dismantling selfish ambitions. Integrity, responsibility, respect for others, trust in God, biblical soundness and an amiable disposition topped the ideal social qualities they desired their youth to embody.

Many Christians who homeschool believe that the greatest socialization their children can have is to be trained to emulate Jesus, who is a servant of man. Home educators examined by Mitchell strive to dismantle any selfish ambitions seen in their children, as opposed to cultivating them.

Getting ahead of one's peers is not consistent with Jesus' urging in Matthew 20:25b-28, which calls for Christians to seek a lowly and servile role to those around them. However, this does not mean that Christians are called to underachieve, as Colossians 3:23 exhorts readers to push for peak performance in every endeavor, but for the glory of God rather than for selfish ambition.”

“Pride is also promoted in the public schools. It is often repackaged as self-esteem in programs such as "Here's Looking at You, 2000," in which education researcher Dr. Amy Binder reports that students are instructed to believe that they are "the most important person in the world.”

Many Christian home educators assert that the kind of pride being taught in the schools is discouraged throughout Scripture by Jesus and Paul, who preach against lifting oneself up or putting oneself first in favor of assuming a lowly position among others, as seen in Luke 14:10-11 and Romans 12:3.

They often contend that traditional students are driven to achieve high marks in order to attain lucrative and prestigious jobs that can lead to lives of self-indulgence, while the Bible calls man not to be overcome by material concerns.

Even though God enjoys prospering His children, He also warns us in I Timothy 6:10 that "the love of money is the root of all evil. Some people, eager for money, have wandered from the faith and pierced themselves with many griefs."

Negative socialization

"The mass socialization conducted within schools has brought about an abundance of delinquent behavior within this nation's youth," reports education researcher, Dr. Michael Slavinski. He notes that student bodies are increasingly riddled with violence, drugs, promiscuity, emotional disorders, crime, contempt for authority, desperate behavior, illiteracy and peer dependency - just to name a few.

Today, parents are not as surprised to see reports of fifth-graders having sex in class; hear about school shootings; find drugs or condoms in backpacks; receive phone calls from the police and principals; or witness defiant, apathetic and unrecognizable tones in their children's voices.

"Live and let learn," say many parents. Most home educators are fine with this, as long as their children's learning comes from mature, seasoned and embracing adults who have the children's best interests at heart - above political or economic agendas. They believe that such training shouldn't come from peers either, which amounts to the blind leading the blind.

When the Direct Observation Form of the Child Behavior Checklist was administered by education researcher Dr. Larry Shyers to identify 97 problematic behaviors in two groups of children, traditionally schooled students exuded eight times as many antisocial traits than their homeschooled counterparts. This lies in direct contrast to claims by public school advocates that exposure to campus life leads to proper socialization."

"One of the silliest and most annoying comments made to homeschooling parents is, "Aren't you concerned about how your child will be able to socialize with others?" What is being implied here is that the homeschooled child is some kind of introverted misfit who cannot relate to other people, children, and the outside world. In reality, most of the homeschooled children that I have known and met are not only outgoing, but polite and respectful, too. This is a sharp contrast to the public school children that I have known, who can't relate to adults and whose behavior is rude and inconsiderate. Realistically, there are some exceptions on both sides."

"Isn't it interesting that amid all of the public school shootings over the past few years, the only comment that opponents of homeschooling can come up with is the red herring of "socialization"? You may have noticed, there haven't been shootings at private schools, or shootings inside of the homes of homeschooled children."

"Opponents of homeschooling can't complain about average test scores, since homeschooled children consistently outscore public school children, so they instead make a problem that doesn't exist."

“Who is responsible for creating this "socialization" problem? This myth has been perpetrated by sociologists, psychologists, public school administrators, the NEA (and local teacher's unions), etc., whenever they comment on homeschooling to the news media. These are the same people who give Ritalin (a very strong narcotic) and other drugs to schoolchildren, in place of discipline.”

“A family member asked my wife, "Aren't you concerned about his (our son's) socialization with other kids?" My wife gave this response: "Go to your local middle school, junior high, or high school, walk down the hallways, and tell me which behavior you see that you think our son should emulate." Good answer.”

“In order for children to become assimilated into society properly, it is important to have a variety of experiences and be exposed to differing opinions and views. This enables them to think for themselves and form their own opinions. This is exactly what public education does not want; public education is for the lowest common denominator and influencing all of the students to share the same views ("group-think") and thought-control through various means, including peer-pressure.”

“Homeschooling allows parents the freedom to associate with other interested parties, visit local businesses, museums, libraries, etc. as part of school, and to interact with people of all ages in the community. For example, my son goes on field trips with other homeschooling families in our community. He recently was able to visit an audiologist, a McDonald's restaurant (to see how they run their operation), and several other similar activities. He gets to meet and talk to people of different ages doing interesting (and sometimes not so interesting) occupations. He spends a lot of his free time with kids older and younger than himself, and adults from twenty to over ninety years old.”

“Meanwhile, in public school, children are segregated by age, and have very little interaction with other adults, except their teacher(s). This environment only promotes alienation from different age groups, especially adults. This is beginning to look like the real socialization problem.”

“My wife and I like to bring our son with us when we are visiting with friends and other adults. How else will he learn to be an adult, if he never has contact with adults? He knows what kind of behavior we expect from him, and the consequences of his actions. He is often complimented on his good manners by friends and adults.”

“In conclusion, homeschooling parents choose to homeschool for a variety of reasons, but I have never heard any homeschooling parent say that the reason they want to homeschool is to isolate their child from all of society. But, it probably wouldn't be a bad idea for homeschooled children to stay away from public school administrators, the NEA members, sociologists, and others who cannot properly "socialize" with children.”

“Go to your local public school, walk down the hallways and see what behaviors you would want your child to emulate.”

- Manfred B. Zysk

Cost

Cost is probably the biggest drawback most parents have in regard to Christian schools. Usually, the administrator of a particular school will have an interview with each prospective school family and discuss the particulars of cost with them at length. There are several ways certain costs can be managed. Some schools use a 10-month system where the parent(s) write out ten checks, each postdated for the exact month the tuition is due. At the same time every month, those checks are deposited in the bank. There is also a 12-month plan in which the parent(s) write twelve postdated checks in smaller amounts. Sometimes, when the administration sees the need, they will let one of the parents do something for the school in exchange for some of the tuition cost. That may be coming in to fix lunches, doing secretarial work, being a part-time extra-curricular teacher, etc. They might even be put in charge of organizing fund raisers or parent-teacher meetings.

Any of these things are some needs the Christian school always has.

There is also the cost for curriculum which, in our school, we charge \$200 twice a year. In the fall, the first \$200 pays for half of the student's books and score keys. Again after our winter break, another \$200 is due for the other half of their books and score keys. These need to be ordered twice a year because of lack of space to put all the books, especially when you have a large student body.

Other costs come up during the year, such as field trip money, lunch money if the school has a lunch program in place, lab fees, etc.

Education is not cheap. Public education seems less expensive since the state pays for almost everything, but then you might have to pay the price later if your children's needs are not met. A good friend made a statement some years ago when I was working for him. I'll never forget it: "Some people say they cannot afford to send their children to a Christian school and I have to tell them this." "You cannot afford NOT to send them!"

If you are considering sending your children to a Christian school, call the administrator or principal. Make an appointment and talk them about your financial capabilities. They are very understanding and usually can make arrangements for you of some kind that both parties will be happy with. Sometimes, scholarships are even available for certain families.

X. Finding A Christian School

How do parents go about the task of finding the right Christian school for their children? There are several different ways of doing this, but most people learn of various Christian or private schools by “word of mouth”. That is the number one advertisement for a school. If parents are happy with the school their child attends, then they want to let other people with children know about that school. Since I have been teaching school, there were numerous times that the different administrations tried advertising through various means. Some used the newspaper, the radio and television stations, mail outs, door to door, and fliers. None of these methods worked as well as word of mouth.

Some parents use the yellow pages to look for Christian schools. Most of the larger schools do have ads in the phone book. Another way for parents to locate good Christian schools is by exploring the web using their search engines.

Many schools that are an integral part of any church organization may ask the church staff to have the school advertised on the sign or marquis in front of the church. Many churches even advertise their schools in their weekly bulletin.

Once a school choice is made, it is very important to call the school and set up an appointment with the school principal or administrator. This is where you will learn all about the school’s programs, curriculum, tuition rates, registration, teachers for different grade levels, classroom size, etc. It’s a good idea to ask for a tour of your child’s future classroom environment should you decide you really want a specific school. Our school always lets the parents of incoming students go through the learning center and facility to see exactly how and where their child will be working each day. Some schools even go so far as to have a parent orientation night prior to the beginning of school each year where the parents are required to work in a PACE, just like their child will be doing. This meeting is required as mandatory. During this orientation, the administrator will go over the Parent/Student Handbook with the parents, have a question and answer time for anything that comes up which is not covered in the handbook, go over the calendar for the year and talk about such things as varsity sports, extra curricular activities, field trips and other events.

Selecting a Christian school for your child is a very important decision. Make sure you are satisfied with your choice before committing your child for an entire year. Ask questions. Let people know what you envision for your child as far as academics are concerned. My recommendation is that you look into several different schools. Sit down with each school principal and find out what their schools are all about and what they can offer your child. What is their vision of education? How can they help you do the very best for your child?

XI. Summary

This final chapter of “A Case for Christian Education” is a total summary of what has happened to education in America from not only myself, but from others who feel as strongly as I about Christian education. I will attempt to convey to you the depth of my convictions toward educating our children the way our founding fathers began educating their children. From the beginning of our country’s foundation, children were educated by parents, pastors and teachers who had one textbook in common from which to teach all subjects. That textbook was the Holy Bible.

The Bible clearly states in Deuteronomy 6:4-9 *“Hear, O Israel: the Lord our God is one Lord: And thou shalt love the Lord thy God with all thine heart, and with all soul and with all thy might. And these words, which I command thee this day, shall be in thine hearts: And thou shalt teach them unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. And thou shalt write them upon the posts of thy house, and on thy gates.* Simply stated, you shall love the Lord with everything you were, are or ever will be; you will teach your children to walk in the ways of the Lord 24/7; the Holy Scriptures will forever be in front of you. In other words, let the Bible stay in educational realms, public or private.

Looking at education in America today, the Bible has been totally removed from public schools. The same has happened with prayer. I remember when I was in the fourth grade, listening to the teacher read scriptures from the Bible and praying with the class before each day started. That was in the year 1961. In 1962, congress outlawed both. Think about what has happened to us as a nation since that decision was made.

- 1962: The Cuban Missile Crisis
- 1963: Assassination of President Kennedy
- 1964: Golf of Tonkin incident between U.S. and North Vietnam
Major earthquake ("Good Friday Earthquake") hits Alaska
- 1965: Vietnam War; 150,000 US Troops Deployed to Vietnam
U.S. Invades Dominican Republic
- 1968: Martin Luther King, Jr. Assassinated
Robert Kennedy Assassinated
- 1969: Stonewall Riots in New York: start of the modern Gay Rights movement
- 1970: United States invades Cambodia to attack Communist base areas.
Ohio National Guard open fire on protesting students at Kent State University.
Four students killed, nine wounded.
- 1978: Mass murder/suicide of members of Jim Jones' religious cult in Guyana
- 1979: Three Mile Island nuclear accident - a partial meltdown of a reactor occurs in the worst civilian nuclear accident in US history, at Midtown, a suburb of Harrisburg, PA
- 1980: Mount St. Helens erupts, killing 57, and causing \$2-\$3 billion of damage
- 1981: President Ronald Reagan survives assassination attempt
- 1982: John Hinckley found not guilty by reason of insanity, for the attempted assassination of US President Ronald Reagan
- 1983: United States forces invade Grenada
- 1986: Challenger Space Shuttle explodes killing 7 astronauts

- 1987: Stock Market crashes on Black Monday.
- 1989: US Invades Panama
- 1992: Los Angeles riots. Triggered by acquittal of four white police officers for beating of Rodney King (1991).
- 1993: Waco siege in Texas. First World Trade Center bombing. Terrorists detonate bomb in underground car park Terrorist Bombing kills 168 people in Oklahoma City
- 1995: Terrorist bombing kills 168 people in Oklahoma City
O.J. Simpson Trial.....Simpson acquitted
- 1996: Bomb kills 19 US servicemen in Saudi Arabia
- 1998: Prosecutor Kenneth Starr pursues President Bill Clinton for alleged lying about extra-marital affairs.
- 2001: Terrorists hijack 4 US airlines, and crash them. World Trade Center in New York City destroyed
Enron files for Chapter 11 bankruptcy
- 2003: Michael Jackson is arrested by police on charges of child molestation
- 2004: Martha Stewart goes to jail.
- 2005: Over 1,000 are killed, and severe damage is caused along the U.S. Gulf Coast, as Hurricane Katrina strikes the Louisiana, Mississippi and Alabama coastal areas. Levees protecting New Orleans give way and the city is flooded.
- 2008: Price of petroleum reaches US \$100 per barrel for the first time ever

These crises are only a handful of an enormous list of happenings. They don't even include all the school shootings discussed earlier. They don't include all the homosexual agenda that has infiltrated our society to such a shameful degree. It doesn't include the fact that millions of illegal aliens are being allowed to populate our country from Mexico.

Why is all that information important? Since congress elected to remove the Bible from our nation's schools, they also inadvertently removed God's hand of blessing and protection from our nation to a large degree.

In the Appendix you will find several charts from David Barton's Website called "Wake Up America!" I trust you will be able to see what has happened to our children since 1962 when The U.S. Supreme Court during the "Engel vs. Vitale" case ruled 6-1 against New York's "Regents' prayer," a "non-denominational" prayer which state education officials had composed for public school children to recite. One year later, a case originated by a Philadelphia-area man named Ed Schempp challenging mandatory Bible reading in Pennsylvania schools reached the Supreme Court. At the same time Murray O'Hair was challenging a similar practice as well as the recitation of the Lord's prayer in Maryland public schools. The Supreme Court consolidated the cases and in 1963 ruled 8-1 that devotional Bible reading or other government-sponsored religious activities in public schools were unconstitutional.

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