

Why Homeschooling?

i believe that the single most important decision you make as a parent , is "who will educate my children and what will we teach them and allow them to be taught".

i believe the single greatest gift, next to introducing your children to christ and providing them a loving , stable marriage , is a home education! an education where they are loved, affirmed, and secured from mean spirited harrassment and humiliation . where they are given the time and attention they need and spared from the unnecessary distractions and influence of fools! a place where their uniqueness can be developed , their character molded and godly truth instilled into their hearts and minds. nothing will ever replace the power and instruction of a godly mother and a teacher who is totally devoted just to them.

homeschooling allows you to build a biblical way of life and a christian culture in your childrens lives, instead of one often infected with secularism and humanistic, liberal ideology .

today , in our present culture , public schools have become the place for systematic indoctrination of your children into a secular worldview and the full immersion of their persons into an ungodly youth culture of foolishness, vulgarity, sensuality, carnality and immature behavior.all things the bible speaks and warns us against!

the public school system has a social and moral agenda, a worldview agenda,an origins agenda , an environmental agenda,and they are all the exact opposite of gods agenda in these areas.

"let me state emphatically, that home education does not guarantee that your child will grow up with hearts for god and a passionate devotion to christ! BUT let me also state with equal emphasis, that when home education is combined with , godly parenting, a spiritually passionate, christ following , emotionally engaged ,directive father, a spiritually devoted , christ following, self disciplined, god fearing , loving mother, and parents who emphasize and build godly character and set a godly example themselves, who have their children and themselves devotedly involved in a new testament church, who as parents are devoted to the great commission , living with a missionary mind set and a biblical world view and exalt the word of god, this does indeed offer the closest thing to a guarantee that u will ever find and the best possible chance, that your children will grow up with a heart for god and devotion to following christ. after raising four children my self, carefully studying the data , observing thousands of families first hand, and a careful study of the scriptures, given the present cultural realities and the present state of our public education, this is your very best chance for raising your children to follow christ all the days of their life . the research and statistics, as well as personal experience, make it abundantly clear that the home education model when combined with the above ingrediants offers u the closest thing to a foolproof guarantee u will ever find.i believe that home schooling is the greatest tool we have for raising godly children.

"i believe that home education whenever possible, offers the best option for raising godly children, as it provides multifaceted opportunities for a mother to train her children in character development, life skills, interpersonal skills, and academic necessities. it allows the mother to have the time with the children needed to nurture, guide, shape and train the child in lifes most important lessons.it allows the time needed for a mother to imprint her godly life upon her child."

We Are Losing Our Children

Sept 18, 2001

Remarks to the Southern Baptist Convention Executive Committee in Nashville, TN

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The events of a week ago today were a terrible tragedy. The nation is rightly aroused, and we need to take effective action. We mourn for the slain and we pray for their families. Yet having said that, evaluated as a long-term threat and in numbers of lives destroyed, the tragedy I want to discuss with you dwarfs, literally dwarfs, the attacks on the World Trade Center towers and the Pentagon.

We are losing our children. Research indicates that 70% of teens who are involved in a church youth group will stop attending church within two years of their high school graduation. Think about that statement. It addresses only teenagers who attend church and participate in the youth group. What does that suggest about those teens who may attend church but do not take part in the youth group, or who do not go to church at all?

In a talk at Southwestern Seminary Josh McDowell noted that less than 1/3 of today's youth attend church. If he is right and 67% do not go to church and then we lose 70% of those who do, that means that within two years of finishing high school only 10% of young Americans will attend church.

We are losing our youth.

Why is this happening? Many strands go into weaving a tapestry, and surely there are many reasons this tragic departure of our youth from Christ is taking place. However, I believe the evidence clearly indicates that the primary reasons are, first, our failure as Christian parents and churches and, second, the intentional, persistent, and highly effective effort by anti-theists to use public schools to lead children away from their parents and from the church.

|| A Bit of History ||

About 1830 a group of wealthy Unitarians in Boston became unhappy with the locally controlled, parent-run, church-influenced schools then prevalent. They decided to try to establish a system of state-run, secular schools. They sent two young scholars abroad to

study the main European school systems in order to decide which system to use as a model. After a two-year study the team recommended and their sponsors adopted the Prussian system as their model. Why? Because in that system the state had complete control, parents had no influence, and children were entered at the earliest age.

With that decision made, the group designed a three part plan:

- (1) compulsory attendance,
- (2) a state teacher's college degree prerequisite to certification as a teacher, and
- (3) state owned and operated schools. This was the plan they proposed to the Massachusetts' legislature.

Among themselves they agreed that if they could not at first get all three elements approved, the most important part was the required teacher's college. This was their priority because they agreed that "If we teach them what to teach, they will teach what they have been taught."

The first year's cost to establish the teacher's college was \$50,000. The Massachusetts legislature balked, saying the cost was too high. So the wealthy Unitarians made them an offer they could not refuse; they put up \$25,000 if the state would match it. They did, and in 1837 the first state public school system in the United States was established. Soon other states followed suit.

|| The Philosophical Foundation of Governmental Schools ||

Just 14 years after the Massachusetts state school system was established, Auguste Comte wrote the following in his System of Positive Polity, vol. I, 1851, pp. 35-6.

"The object of our philosophy is to direct the spiritual reorganization of the civilized world. ...[W]e may begin at once to construct that system of morality under which the final regeneration of Humanity will proceed."

His "spiritual reorganization" was a long-term plan, and it has been steadily progressing right up till today.

And you will recall that Darwin's great mythology, Origin of Species, was published in 1859.

Of course Comte was not alone in this vision of a future without God, of humanity without individuality, of rule by the self-defined most capable over the less capable. In 1918 Benjamin Kidd published in London a book, The Science of Power. On p. 309 he wrote:

"Oh you blind leaders who seek to convert the world by labored disputations. Step out of the way or the world must fling you aside. GIVE US THE YOUNG. GIVE US THE YOUNG and we will create a new mind and a new earth in a single generation."

Ten years later in 1928 Ross L. Finney, Ph. D., published in the United States A Sociological Philosophy of Education. On p. 118 Finney wrote, "Everything depends on passing out the expert opinions of the social scientists to the masses of the people and the schools, particularly the high schools, are the only adequate agency available for this function."

And on p. 117 he had just said, "It is the business of teachers to run not merely the school, but the world and the world will never be truly civilized until they assume that responsibility."

Another interesting quote comes from The Reconstruction of Religion by Charles A. Ellwood, Ph.D., Professor of Sociology, U. Of Missouri, 1923, p.177: "Human institutions, sociology shows, are in every case learned adjustments. As such, they can be modified provided we can obtain control of the learning process."

And the American Humanist Association understands the importance of capturing the children for they have written: "In order to capture this nation, one has to totally remove moral and spiritual values and absolutes from the thinking of the child. The child has to think that there is no standard of right and wrong, that truth is relative, and that diversity is the only absolute to be gained."

Everyone has a worldview, a perspective of the world around him. Bob Reccord referred to this as a "reference point." He may not think of it in these terms. Indeed, he may not think of it consciously at all, but you cannot exist without a framework within which you place events and individuals, which determines your values, which values in turn guide your actions and reactions to events and people.

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.

We are all familiar with Deuteronomy 6:7-9: "And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. And thou shalt write them upon the posts of thy house, and on thy gates."

Yet we seem to have forgotten or ignored God's commands about education:-- Luke 6:40 (NASB) "A pupil is not above his teacher; but everyone, after he has been fully trained, will be like his teacher." Do we want our children to adopt the anti-Christian, socialistic, pro-homosexual, no absolute right and wrong beliefs promulgated in government schools?

-- Colossians 2:8 "Beware lest any man spoil you through philosophy and vain deceit, after the tradition of men, after the rudiments of the world, and not after Christ." This is exactly what is happening to our children. They are being spoiled by philosophies and deceits "after the tradition of men."

-- II Corinthians 6:14 "Be ye not unequally yoked together with unbelievers: for what fellowship hath righteousness with unrighteousness? And what communion hath light with darkness?" But this is exactly what we do when we send our children to government schools.

Most Southern Baptists and most Southern Baptist churches are failing to obey God's commands regarding our children. Yes, we take them to Sunday worship and Sunday School. Yes, they may also attend AWANAs or another church-centered youth program. They may even have Bible study at home.

But two or three hours on Sunday and 20 minutes or so of Bible study at home are overpowered by 30 or more hours a week in anti-Christian government schools and the constant pagan media bombardment which may add up to another 10, 20, 30, or more hours per week.

Now of course many schoolteachers are Christians. And may God bless them as they do what they can. But they are strictly limited by school policy, humanist textbooks, programs teaching the validity of homosexuality, "make up your own minds" approaches to morality, "safe sex" instruction, and on and on.

Why have we failed our God in this critically important responsibility?

We have failed because we have been willfully, blissfully ignorant ... and satisfied in our ignorance.

We have failed because the great majority of us have not made the effort to inform ourselves of the facts... even though there are books and articles galore readily available.

We have failed because -- even when we have known the facts -- we have not had the courage to point them out to our people.

We have failed because we have been afraid to offend people. So we have chosen to offend God rather than men.

|| What Should We Do? ||

The ideal, most biblical solution is for parents to teach their children, to be home-schoolers. All our churches should welcome and openly encourage home-schoolers. But clearly many parents cannot or will not home-school. For their children we need to start large numbers of Christian schools.

And these schools need to be truly Christian:

- Christian in the sincere faith of the teachers and all other staff,
- Christian in textbooks carefully chosen,
- Christian in their entire worldview.

Note that they should also teach about evolution, about humanism, about post-modernism ... but in a balanced way, giving the evolutionists' arguments fully and fairly, but also demonstrating their weaknesses, the mythological presuppositions upon which these lies are based, and the disastrous consequences for those who choose to live without God. Our children must be prepared to live among, confront when necessary, and triumph in debate with secularists. This is one area where ignorance is NOT bliss.

It has been a privilege to be with you today. As Executive Committee members you fill a critically important role in Southern Baptist life, and indeed in Christian life throughout the United States and the entire world. I pray the Lord will lay a burden on your hearts for our children and their Christian education. And I pray that He will lead you to encourage home-schooling and the establishment of more and more truly Christian schools.

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“To Encourage and Share the Benefits of Homeschooling”

By Kathy Darling 9/21/07

I want to thank you all for giving me the opportunity to come and visit with you today. I mentioned that maybe one of the things that I could pass on to you ladies today would be some of my reflections on home schooling my children; to tell you a little bit about why I enjoyed home schooling, how it benefited us as a family, how it kept us more connected and focused, and how it helped us keep our first and foremost priority in our lives: the true desire to cultivate our relationship with God.

I'm hoping that some of what I share with you today will help to encourage you and stimulate your thinking. As I look back now, nearly 22 years ago, I reflect on just how grateful Mark and I were for the opportunity to home school our children, and that the option to do so existed in the 1980's. We chose to embrace this option because we envisioned having the privilege of home schooling our children to be critical to our parenting, because it would allow the opportunity for us to be completely involved in integrating both their basic educational needs along with their spiritual character needs, to help fully prepare them for their future, and we knew it was also the best way to have their hearts!

It was a 2-in-1 thing (they both went hand-in-hand) in many ways – because as they began learning their reading and writing skills, much character training also went on around the Darling Academy Homeschool kitchen table as well.

1st) I think training them to **stay focused** by learning to **study & concentrate** with other noises going on was a **key factor**. There would be me cooking at times, interruptions with Mark coming and going with his work being within our home, the phone ringing, doorbell ringing, etc. Though we had a fairly set schedule, we still needed to learn to be flexible, yet focused with all these interruptions.

The children not only learned to eventually become independent learners, they also learned to be diligent to finish their assignments, lessons, quizzes (because we required them to), at the same time, learning lessons in behavior (example: being considerate of their siblings by studying together, being patient, kind & cooperative, displaying good manners, having good attitudes, respecting authority, and being good friends. They also had opportunities as they got a little older to learn phone-answering skills, to learn the habit of integrating prayer into our day, and to learn to integrate a Q.T. along with their home school lessons.

Even in the beginning years, one of the ways we helped them to get spiritually connected with the Lord was teaching them to read their Bibles. Starting with the book of Proverbs (over and over each month by date) and we taught them scripture memory verses on little spiral note cards to help them to hide God's word in their hearts, that eventually the Holy Spirit would bring to their minds when faced with making choices between good and wrong behavior and learning to walk in obedience to God. Then we would reinforce these verses with their every day life and challenges.

Some samples:

“Do all things without grumbling...”

“Do not be afraid, only believe...”

“Say only what is good...”

”Children obey your parents...”

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"I would have you learn this great fact..."

"Direct your children on the right path, and when they are older, they will not leave it." Prov 22:6

****This verse is a command for us as parents, and we MUST do ALL WE CAN on our part to help see this verse become reality.****

Our children are our #1 disciples. God has given us - and our husbands - full responsibility to raise them up to become lovers of God and lovers of people, and to hopefully be successful contributors to our society and churches. So what we invest in them is a glory to Him!

Another way we benefited in the home schooling arena was that it gave us a more flexible schedule - time for school: (3-4) hours and time for other activities: co-op, extra-curricular activities, eventually jobs, paper routes; all 4 participated in both karate and paper routes. They learned hard work, perseverance and respect for others. Eventually, they were also involved in music and serving in the church ministries.

We had time to reach out to our neighbors as well as serving others in our church (as God would lead) i.e., shoveling snow, baking treats to deliver: Teaching our children to be outgoing and developing kindness skills (looking people in their eyes, smiling at them, speaking courteously) People matter to God, so they must matter to us. Also, we made time to fit in daily chores. The flexible schedule allowed us to juggle schedules by taking field trips (planned or unplanned) and taking plenty of moments to have 'hang-time' with family and friends! Church was a big highlight for them!

As a teacher, I especially appreciated all the legwork done for us from the Homeschool curriculum companies that we used over the years. The parent/teacher manuals helped to make my part much easier! TIP: Don't have to follow them to a T. Don't be rigid. Learn to adjust and change things as necessary** Be diligent to stay on tract with your teaching, with especially putting your emphasis on spiritual training them (follow through with your commands, loving/firm, be like a velvet hammer) when given those opportunities throughout your day.

It's critical to be able to personalize your home schooling options available to you (especially from year to year) as God leads you. For us, PSEO options, taking full-time college courses their last two years of high school, worked great for all our 4 kids. By God's grace they assimilated just fine when they entered the public school system.

We learned to confidently put our trust in His leading for each individual situation and He was faithful to guide them and bless them and carry them through, as they learned to lean on Him! You'll be amazed to see God's hand at work in and through their lives!

I wanted to encourage you moms that you are doing a noble and God honoring task in teaching your children at home and raising them up in the Lord! It takes a lot of love + time + sacrifice + devotion to fully embrace this role. But eventually it reaps many blessings!!! You will enjoy the fruits of your efforts!!

It was such a joy and privilege for me to be able to teach and train my children (one-on-one) at home (being both parent and teacher) and to see them learn and develop their minds and skills academically and their minds, hearts & talents spiritually, and to watch them grow in the godly behavior and closer in their own relationships with the Lord and helping to nurture them along the way (through my own walk with Christ as an example.) Also, helping them to learn to put to death the deeds of the flesh—they will fail, as

we as parents do fail, but “we put an emphasis on forgiving and covering over, and tolerating one another’s opinions and preferences, showing lots of love and affirmation, and working hard to keep peace—as well as making daily choices to live and honor God and become all that He wants us to be. Oh the joys of seeing their unique personalities begin to develop and their special talents and gifts and to be able to use them for God’s purposes! And to especially see their love for God develop and their tender hearts surrender to His will (even when learning to respond well to adversity and accepting by faith their personal life challenges) and to watch them grow in persevering faith as they continue to get older in their walks with Christ and praying with them and for them and having the privilege of serving the Lord together (with my husband and I) with them all!! Now we have two wonderful new spouses (son-in-law & daughter-in-law added to our family,) and a beautiful new grandson!

Again it’s been a priceless experience!!

PARENTS, 54 UNIQUE BENEFITS OF HOMESCHOOLING

By Joel Turtel
April 22, 2008
NewsWithViews.com

Parents, is homeschooling the right choice for you and your children? Maybe you think you don't have the time to homeschool because you work. Perhaps you don't have confidence in your ability to teach your kids because you never took "teaching" courses.

But consider the alternative. Public schools can destroy your children's self-esteem, destroy their ability to read, strangle their love of learning, put them in physical and moral danger, and wreck their future.

In contrast, here's 54 unique benefits homeschooling can give you and your kids, as written and explained by Laura B., a smart, wonderful wife, mother of three, homeschooler, and business owner who works from home and still focuses on her family!

Homeschooling (or low-cost internet private schools), can have the following extraordinary benefits for you and your children:

1. Be with Your Family
2. Set Your Own Schedule
3. Vacation When You Want
4. Choose curriculum that best suits the needs of your child
5. Be totally aware of the state and progress of your child's education
6. Keep your child away from un-necessary peer pressure
7. Keep your child away from the bad influence of other children
8. Love, nurture, and teach your child the character and morals you value most
9. Make learning fun
10. Make learning as "experiential" as you want
11. Don't have to get up at the crack of dawn to get your child dressed and fed and off to school where their so tired they don't learn well anyway.
12. Break up the day however you want to fit your child's learning attention span
13. Teach your child without any "assumed limitations". Teach multiple languages, develop one skill or subject--the sky's the limit
14. What you teach an older child naturally filters down to the younger child(ren) making learning must easier and faster for siblings
15. Teach at the pace and developmental stage appropriate for your child
16. Avoid educational "labeling"
17. Keep you child as far away from drugs as possible
18. Never have to worry about bomb scares or mass shootings
19. Allow your child to do think, discuss, and explore in ways not possible in a classroom setting
20. Constant positive reinforcement and gentle correction. No abusive words or actions that scar your child's psyche
21. Don't use the school system as a babysitter. You only need a few hours for learning--the rest of the day is

filled with unnecessary "busy work"

22. Develop life skills such as cooking, cleaning, and organizing that are easily learned with the additional time spent at home
23. Spend as much time outdoors as you want to enjoy nature and the world around us
24. Teach the value of responsibility by providing daily jobs
25. To make money management as natural as breathing by allowing even small children to do tasks, earn money, save it, and spend it in an appropriate manner.
26. Never have your child beat up by a bully. Teach self-defense skills that will enable him to deal with any situation but not until he is mature enough to handle the emotional aspects of confrontation
27. No pressure or set "expectations" from teachers on a younger sibling that follows an older sibling in the same school
28. Be around when your child needs to talk
29. Take a break when your child needs a break
30. Bond as a family through family group activities
31. Pass on your religious beliefs and morals to your children and stay away from the "indoctrination" of other school systems
32. Teach sex education when you and how you want
33. Develop your child's imagination and teach diverse problem solving skills instead of one institutionalized method of thinking
34. Unlimited possibilities for extra curricular activities that interest your child having to live up to the expectations or skills of others.
35. Develop the individualism of your child
36. Avoid traditional school "group activities" that may leave one student doing all the work or ruining it for everyone else.
37. Never have your child feel the failure, embarrassment, or teasing from "failing" a grade
38. To keep your children out of the care, custody, and control of people you don't know and who naturally teach their philosophy of life whether they realize it or not
39. No opportunity for your child to "sluff off", "snow-blow", or "just get by" with academics
40. To have your child learn initiative naturally as there's no peer pressure or fear of embarrassing himself
41. Allow your child to have input and say in subject matter and style
42. Allow your child to focus on growth and development—not following the latest fad or being in a certain group
43. So your child will only be surrounded by people who love him, encourage him, and want the best for him.
44. Make sure your child doesn't end up graduating without knowing how to read or knowing other basic skills due to educational failings of your local schools.
45. Keep your child out of private schools that have peer pressure, teacher criticism, drugs, sex, and alcohol that your child never needs to be around
46. Avoid grading scales and testing that gives no positive benefit to your child
47. Not to give the state or federal government control of your child that they assume is theirs
48. To easily pass on your unique heritage or language to your child
49. So your child is not limited by "age" or "grade" to advance or explore academics in which they are interested or gifted
50. To teach your children to enjoy life
51. To allow your children to go to work with Mom or Dad when you all want—not just on the one "go to work with a parent holiday"
52. As many field trips as you want, to places that interest your child
53. To just take a day off when everyone feels like it
54. Flexibility to switch or experiment with different curriculum

Research Shows Parenting Approach Determines Whether Children Become Devoted Christians April 9, 2007

(Ventura, CA) - George Barna has released a new book on a familiar topic, based on an unusual research study that indicates that there are six critical dimensions involved in raising children to become spiritual champions.

In a newly published study on raising children, entitled ***Revolutionary Parenting***, the renowned research expert serves up the latest in a long line of books that have been written on the topic. Barna noted that there are so many books on the subject that it would require releasing ten new books about parenting every day of the year for each of the next 21 years to equal the total number of volumes already available!

Reluctant to add to the glut, the award-winning author nevertheless produced his latest book because his research among children and parents produced such significant results that it seemed inappropriate not to publish the work.

Distinctive Research

Most research on parenting has relied upon psychological theories or cultural expectations as the foundation for recommendations. In contrast, Barna's latest work is based on a multi-year study among children who have grown up to reflect specific characteristics.

"Our strategy was to start by identifying desirable attributes that parents would want to see in their children, then work backwards from the existence of those attributes in young adults to figure out what produced them. We expected that studying people in their twenties who exhibited such qualities would reveal some common practices that the parents of such children had implemented," Barna explained. "We surveyed thousands of young adults in order to identify several hundred whose lives reflected the desired outcomes, then interviewed both them and their parents to determine the relevant parenting perspectives and practices. The result was not only clear but quite challenging."

Another unique feature of Barna's research was the assumption that people are created primarily for spiritual purposes. Consequently, the young adults who formed the foundation of the study met some unusual standards:

1. Knowing, loving, and serving God was identified as their top priority in life.
2. They described their faith in God as being of the highest importance.
3. Each of these young adults possessed a "biblical worldview," based on their responses to a series of questions about their view of life. In essence, they contend that absolute moral truth exists; such truth is defined in the Bible; God is the all-knowing and all-powerful creator and ruler of the universe; faith in Jesus Christ is the only means to salvation; Satan is a real being; Jesus Christ lived a sinless life on earth; and all of the principles taught in the Bible are true and accurate.
4. They believe that their main purpose in life is to love God with all their heart, mind and strength.
5. They are currently active in a vibrant community of faith, as demonstrated by their consistent engagement in worship, prayer, Bible study and spiritual accountability.

One of the most sobering outcomes of the research was that less than one out of every ten young adults in the U.S. meets these simple criteria.

Upon identifying a sample of people between the ages of 21 and 29 who satisfied these standards, Barna's research team then conducted extensive interviews with them regarding how they were raised. After finishing those conversations, the researchers proceeded to interview the parents of those young adults, seeking additional insights into the tactics used by those parents.

"It's one thing for a professional to write about theoretical approaches or for someone to describe their personal ideas or experiences on how to raise a child," the California-based author explained. "It's quite another thing, however, to identify a desired outcome and work backwards to uncover its genesis, in order to figure out the likely causes of such an outcome. I chose the latter approach because theories should be the product of

outcomes. Unfortunately, much of the literature about parenting is based on theories or experiences that are divorced from significant scientific proof that they produce the desired result."

Three Types of Parenting

In **Revolutionary Parenting**, Barna notes that there are three dominant approaches to parenting currently operative in the United States.

Parenting by default is what Barna termed "the path of least resistance." In this approach, parents do whatever comes naturally to the parent, as influenced by cultural norms and traditions. The objective is to keep everyone - parent, child, and others - as happy as possible, without having the process of parenting dominate other important or prioritized aspects of the parent's life.

Trial-and-error parenting is a common alternative. This approach is based on the notion that every parent is an amateur at raising children, there are no absolute guidelines to follow, and that the best that parents can do is to experiment, observe outcomes, and improve based upon their successes and failures in child rearing. In this incremental approach, the goals of parenting are to continually improve and to perform better than most other parents.

Barna found that *revolutionary parenting* was the least common approach. Such nurturing requires the parent to take God's words on life and family at face value, and to apply those words faithfully and consistently.

Perhaps the most startling difference in these approaches has to do with the desired outcomes. "Parenting by default and trial-and-error parenting are both approaches that enable parents to raise their children without the effort of defining their life," Barna explained. "Revolutionary parenting, which is based on one's faith in God, makes parenting a life priority. Those who engage in revolutionary parenting define success as intentionally facilitating faith-based transformation in the lives of their children, rather than simply accepting the aging and survival of the child as a satisfactory result."

Six Significant Dimensions

After spending several years developing, conducting and analyzing the research, Barna noted that the results had a deep personal impact upon him.

"At one point I stopped working on the project because the results were so overwhelming that I felt like a failure as a parent," he admitted. "I picked up the project again, however, because I realized that the book is not about me and that the outcomes obviously had the potential to reach the hearts of parents who care about their relationship with God and their children, and it could help us to do a better job of preparing our children for life in service to God."

The book describes the six critical dimensions that were common to effective parents. Those dimensions, each of which included a variety of practices and perspectives, related to the priorities in the life of the parent; the mental entry points for parenting; the non-negotiable boundaries established for children; the importance of behaving like a parent; the critical values and beliefs needed by children; and the transformational goals identified and pursued.

"In fact, the greatest influence a church may have in affecting children is by impacting their parents." (pg. xvii)

"What parents do with their youngsters prior to the teen years is of paramount importance to the Kingdom of God on earth." (pgs. xxi-xxii)

"[Revolutionary Parents] are very intentional and focused on the heart and mind of each child in their homes. Such attentiveness does not by itself always produce the desired results, but anything less is almost guaranteed to produce failure." (pg. 25)

"Most Americans respect but do not relate to households in which parenting is taken so seriously. In fact, many parents view such an approach as a challenge or threat to their own family choices and ways of life." (pg. 28-29)

"Our research found that parents are more likely to raise spiritual champions if they accept the fact that from day one their parenting efforts will stray from the norm and will put them at odds with parents who are pursuing a more conventional approach." (pg. 29)

"Nationwide, fewer than one out of every ten born-again families read the Bible together during a typical week or pray together during a typical week, excluding mealtimes." (pg. 31)

"Start your Revolutionary Parenting while your children are very young, and be relentlessly diligent from that point on." (pg. 38)

"Great parents recognize that from the moment a child leaves the womb until the time he or she leaves the home, they must tirelessly guard and shape the mind, heart, and soul of their child." (pg. 39)

"The role of the church to which they belonged...was to reinforce what was happening in the household." (pg. 56)

"In short, Revolutionary Parents believe they are in charge from day one, behave like people who are in charge, and never allow doubts to linger as to who is in charge." (pg. 83)

"Somewhere around 60 percent of the learning that affects people's behavior is based upon watching someone they know and trust doing something significant." (pg. 93)

"Revolutionary Parents see their church as an invaluable partner in a long-term effort to raise a mature follower of Christ." (pg. 106)

"I could not accurately profile the heart and soul of Revolutionary Parents without emphasizing the premium they place on prayer." (pg. 113)

"If you don't know where you are going, then any road will get you there."

<http://www.angelfire.com/mn/rongstadliberty/EducationQuotes.html> quotes came from this page!

Wherever is found what is called a paternal government, there is found state education. It has been discovered that the best way to insure implicit obedience is to commence tyranny in nursery."

– Benjamin Disraeli, British Prime Minister

"For centuries it was never discovered that education was a function of the State, and the State never attempted to educate. But when modern absolutism arose, it laid claim to everything on behalf of the sovereign power....When the revolutionary theory of government began to prevail, and Church and State found that they were educating for opposite ends and in a contradictory spirit, it became necessary to remove children entirely from the influence of religion."

– Lord Acton

"Historically, much of the motivation for public schooling has been to stifle variety and institute social control."

– Jack Hugh

"To compel a man to furnish contributions of money for the propagation of opinions which he disbelieves and abhors, is sinful and tyrannical; even forcing him to support this or that teacher of his own religious persuasion, is depriving him of the comfortable liberty of giving his contributions to the particular pastor whose morals he would make his pattern."

– Thomas Jefferson

"The group consisting of mother, father and child is the main educational agency of mankind."

– Rev. Martin Luther King, Jr.

"The aim of public education is not to spread enlightenment at all: it is simply to reduce as many individuals as possible to the same safe level, to breed a standard citizenry, to put down dissent and originality."

– H.L. Mencken

"State education is a mere contrivance for molding people to be exactly alike one another, ...in proportion as it is efficient and successful, it establishes a despotism over the mind, leading by a natural tendency to one over the body."

– John Stuart Mill (1859)

"Those in society who are in charge of schools must never forget that the parents have been appointed by God himself as the first and principal educators of their children and that their right is completely inalienable."

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– Pope John Paul II

"The only time my education was interrupted was when I was in school."

– George Bernard Shaw

"We are still tolerating a public ed system that is run by adults for adults. Those charged with responsibility are more interested in their own jobs, their own turf, and how change affects them than the children the system is meant to serve I am bemused by the fact that in the late 1700s, when most people had little if any formal education, the citizenry was bombarded with broadsheets and pamphlets that dealt with complex and revolutionary political ideas and philosophies. And today, after decades of universal mass education, we have USA Today and the world in 30 minutes (if you count commercials)."

– Ron Wolk, founding editor of Education Week, in a speech before the National Congress for Public Education

"We who are engaged in the sacred cause of education are entitled to look upon all parents as having given hostages to our cause."

– Horace Mann, father of common (government)school movement.

"The education of all children, from the moment that they can get along without a mother's care, shall be in state institutions at state expense."

– Karl Marx - Father of Communism (1848)

"Every child in America entering school at the age of five is insane because he comes to school with certain allegiances toward our Founding Fathers, toward his parents, toward belief in a supernatural being, toward sovereignty of this nation as a separate entity... It's up to you to make all these sick children well."

– Chester Pierce - Harvard University Psychology professor.

"Power tends to corrupt, and absolute power corrupts absolutely."

– Lord Acton (1887)

"Liberty is not the power of doing what we like, but the right of being able to do what we ought."

– Lord Acton

<http://www.schoolandstate.org/parentrights.htm>

Parents give up their rights when their children cross the threshold of the public school door. This was recently made crystal clear by the Ninth Circuit Court of Appeals.

When a few parents in Palmdale, California learned that their children's school had permitted researchers to interview first, third and fifth grade students about such things as sexual urges and fantasies, they became outraged and took the matter to court.

The Ninth Circuit Court of Appeals heard the case and concluded that **when parents place their children in a public school, they forfeit any right to determine what or how their children are taught.** The school may teach anything it wishes in any way it wishes. It may allow researchers, special interests, social activists, and anyone else it chooses access to students. The court's decision confirmed earlier court opinions.

Our society has become a slave to the state by virtue of government-controlled schools. Children suffer, parents feel helpless, and scores of good educators feel trapped in a system that never should have existed in the first place.

As long as schools remain in the stranglehold of state control, there is no type of reform — or good-hearted group — that can fix our education crisis

Graduating From God: A new research study indicates that the majority of high school students will "graduate from God" upon entering college. That's why Fuller Theological Seminary's Center for Youth and Family Ministry launched a three-year longitudinal study, surveying Christian students in an effort to confirm the large number of students that youth workers say are leaving the church. A full report is expected in 2009, but early results indicate that 100 percent of those surveyed had engaged in risk behaviors including under aged drinking and sexual encounters. In response to the presumed trends, Southern Baptist Convention President Dr. Frank Page expressed alarm over such a high number of church drop outs and failures on the part of churches. "It is a disturbing trend and part of it is that our churches have become one- or two-generation churches, and we've failed to learn how to reach out to this younger generation."

Losing Our Teens? - In October of 2006 the New York Times ran a cover story with the headline, "Fearing Loss of Teenagers, Evangelicals Turn up the Fire." The writer reported that, "Despite their packed megachurches...evangelical Christian leaders are warning one another that their teenagers are abandoning the faith in droves." The paper publicized a movement that has been growing to reinvest in young believers to stem an often-repeated warning that only a small portion of today's teen Evangelicals will hold onto their faith as adults. Over the past few years, various denominations such as the Southern Baptist Convention and the Assembly of God have reported that between 65 percent and 94 percent of their high school students stop attending church after they graduate. The increased media attention is putting the problem of generational faith transference in the spotlight and raising interest in effective responses.