

Plymouth Rock Foundation's FAC Sheet. . .to advance the kingdom of the Lord Jesus Christ

Christian homeschooling is the fastest growing segment of education as parents seek to obey God and escape the ravages of state-controlled humanistic indoctrination.

Background Briefing

Fastest growing segment of education in the US today? *Christian schools*. And, fastest growing segment of Christian education? *Homeschooling*. In California, more than 6,000 home educators convened at workshops and seminars. In Indiana, Texas, and Pennsylvania, more than 5,000 each.

So it goes throughout the nation. It's estimated more than 1 1/2 million children are being taught at home: the greatest percentage of those are in Christian homeschools.¹

Why the exodus from public (State) schools? Why the swing to Christian education? It's a basic part of the "parental revolution" seeking to regain control of their children and strengthen the family unit. State-controlled schools are one cause of alienation between (Christian) parents and children and the breakdown of family. Also parents complain that State schools fail in academics, are often plagued by drugs (including alcohol), rife with vandalism, teen-age pregnancy, venereal disease, pornography, and promiscuity (lack of discipline). "Having cast out the Ten Commandments, the public schools now bid the students behave. It is an impossibility . . . teacher and student alike reflect the lawlessness that ever appears in the absence of God's law."²

Christian parents are concerned about all that—and more. They see an anti-Christian State school system that excludes (denies, belittles) God, contradicts Bible truths, promotes atheism (religion of secular humanism), challenges (works to curtail) authority of godly parents and promotes evolution, situational ethics and rubberized moral values. "Students aware of a teacher's opinion in a classroom, even if obviously wrong, will limit the range of their views and conform their beliefs more to that opinion."³

As the number of Christian church and homeschools accelerates, opposition from government education agencies and teachers' unions mounts. Why? Several reasons: Opponents of Christian education (and those who seek to license/control it) insist they must protect children from "incompetent, neglectful" parents. They argue it's their responsibility because of compulsory education laws. But, some state supreme courts have recognized the key responsibility is in other hands: ". . . the responsibility of parents not to leave their children in ignorance and in some way make them capable of functioning in society."⁴ Further, said Kentucky Supreme Court in 1979: "The State should never use its power to require attendance at tax-supported schools. Private schools, both church-related and secular, have a right to exist, so long as they rely on private support and meet basic standards of health, safety, and educational effectiveness."⁵ (Note: Many states consider homeschools to be private schools.)

The issue is not mandatory education. **The issue is who shall control education?** The parent? Or State? Or the National Education Association (NEA)?

Opponents of Christian education (whether in home or church) insist they "simply want to ensure a quality education for all citizens." But, retort Christian parents and educators, Christian school is where the quality education is. No reports of rape or robbery emanate from Christian schools, no problems with drugs or vandalism, no assaults on teachers. Further, standard achievement test results demonstrate Christian school students (in home and in church) rank several grade levels above students in the State schools. Christian parents and educators conclude, the issue of "quality education" advanced by the State affords no real grounds for opposition to Christian education. "If the State were truly interested in ensuring a 'quality education for its citizens,' it would be working to adopt the superior standards and match the achievements of Christian education."⁶

Why such strident, persistent opposition? (1) **Financial:** For school district/apparatus, more students in Christian schools means a lower ADA (average daily attendance) and loss of state/federal aid (about \$2,000 per student). And for teachers and teachers' unions, fewer students in State schools can mean loss of jobs and political power. (2) **Control:** Rise in Christian education threatens State's monopoly. Dr. Antony Sutton suggests the basic purpose of government schools "is not to teach subject matter but to condition children to live as socially integrated citizen units in an organic society . . . (the) absolute State. In this State the individual finds freedom only in obedience to the State."⁷

Those who would outlaw Christian home education assert parents are not competent to teach. Test results show parents are the best teachers of their young. Elaine Rapp contends, “It is not credentials, but the parents’ intimate knowledge of the children and their own initiative in accepting and pursuing the sound education of their own children which are important. These provide the real basis for a creative and effective educational program.”⁸

Reports Meg Johnson, who has had years of experience in Christian home schooling, “. . . we often find that certification or a degree in teaching can be a hindrance in some ways . . . It is a fallacy to imagine that a teacher’s certificate would magically make a parent tutor more qualified to educate her own children. The techniques of group management and group discipline, as well as the routines which provide varying forms of ‘busy-work’ to keep things under control in a classroom simply don’t apply at home.”⁹

Further, the teachers in State classrooms have little control over curriculum or texts, or methodology; often, they simply follow structured teacher’s manuals. Parents, by contrast can select texts, determine curriculum, and use personalized methods to train their children.

State authorities (and social workers) criticize home education for “lack of socialization” – meaning loss of “benefits” from being a member of a group, not learning how to “function” in society, get along with peers, etc. Parents respond that socialization in today’s world can be negative and harmful. And many studies show group learning is not really beneficial; it often stunts individual ingenuity and motivation and can reduce achievement by lowering it to a common denominator. Further, what about “peer” group pressure? A “peer” is one equal in excellence; a companion, an associate who shares common values and views. Thus, the proper peer for a Christian young person as he or she is developing in the Lord is another Christian and other Christian young people. (Many Christian homeschoolers are getting together on regular basis for field trips, outings, tours, etc.)

Some Christian parents suggest putting their children in public schools provides an opportunity for them to witness for Christ. Witnessing for Christ is important; all of His are commissioned to do so. **However, the purpose of school is not to evangelize but to educate; to train students to grow in that mind which was in Christ Jesus.** Further, placing immature young Christians in harm’s way (negative environments and ungodly pressures) may force them to take stands that even an adult Christian might find difficult. To do that to a child would be counter to Christ’s teachings (*Matt. 18:6,7*).

Finally, Christian education challenges (meets head-on) religion of humanism that has gained control of most if not all of State education systems. Secular humanists cannot permit that. For humanists, education is the key to victory in the battle for minds of young people—and thus, the key to their design of the future.

Dr. W. David Gamble of the American Reformation Movement emphasizes: “Mr. Dunphy is correct when he states that the classroom has become an arena of conflict between Christianity and secular humanism. Both religions place a premium on education . . . Any Christian school which does not challenge and rebuke humanistic education is not truly Christian.” (See quote at end of this article)¹⁰

Dr. Cornelius Van Til wrote: “If you say you are involved in the struggle between Christ and Satan in the area of family and in the church, but not in the school, you are deceiving yourself . . . You cannot expect to train intelligent, well-informed soldiers of the cross of Christ unless the Christ is held up before men as the Lord of culture as well as the Lord of religion. It is the nature of the conflict between Christ and Satan to be all-comprehensive.”¹¹

Consider the Biblical Principles

Children do not belong to the State. They belong to God and by Him are entrusted to parents for care and training in His word and work.

“Lo, children are an heritage of The Lord: and the fruit of the womb is His reward” (Ps. 127:3). “And he lifted up his eyes, and saw the women and the children; and said, Who are those with thee? And he said, The children which God has graciously given me” (Gen. 33:5). See also Deut. 7:13; 28:4; Ps. 24:1; Ezk. 16:20, 21; Is. 8:18.

God gives parents, not Caesar, responsibility for educating the child (wisdom and training). *“And, you fathers,*

provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord” (Eph. 6:4). “Train up a child in the way he should go: and when he is old he will not depart from it” (Prov. 22:6). “And these words which I command you this day, shall be in your heart: And you shall teach them diligently unto your children, and shall talk of them when you sit in your house and when you walk by the way, and when you lie down, and when you rise up” (Deut. 6:6-9). “Now I say, That the heir, as long as he is a child, differeth nothing from a servant, though he be lord of all; But is under tutors and governors until the time appointed of the father” (Gal. 4:1,2) See also Deut. 11:18-21; Prov. 4:1-27; 23:12, 13; Titus 1:6; Heb. 12:9-11.

God has set the home, not the school, as the basic center of learning; the church and the school are but extensions of the home and parents. *“Therefore shall you lay up these words in your heart and in your soul, and bind them for a sign upon your hand, that they may be frontlets between your eyes. And you shall teach them your children, speaking of them when thou sit in your house . . . and you shall write them upon the door posts of your house and upon your gates . . . ” (Deut. 11:18-21). See also Gen. 18:19; Ex. 10:2; Deut. 4:9; Prov. 31:26-28; Is. 38:19; Joel 1:3; 1 Tim. 3:5.*

True knowledge (wisdom) comes from God through His word and not from the ways or wiles of the world. *“The fear of the Lord is the beginning of wisdom: a good understanding have all they that do His commandments . . . ” (Ps. 111:10). “Casting down imaginations, and every high thing that exalts itself against the knowledge of God, and bringing into captivity every thought to the obedience of Christ” (II Cor. 10:5). “If any of you lack wisdom, let him ask of God, that gives to all men liberally and upbraids not; and it shall be given unto him” (James 1:5). “In Whom are hid all the treasures of wisdom and knowledge” (Col. 2:3). See also Deut. 7:12-16; Ps. 90:12; Prov. 21:30; Is. 55:8-9.*

God’s word is the measure of all things, the scale on which to weigh all issues of life; He is the foundation of education. *“To the law and to the testimony: if they speak not according to this word, it is because there is no light in them” (Is. 8:20). “Man shall not live by bread alone, but by every word that proceeds out of the mouth of God” (Deut. 8:3; Matt. 4:4). “. . . yea, let God be true, but every man a liar; as it is written, ‘That you might be justified in your sayings, and might overcome when you are judged’ ” (Rom. 3:4). “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” (Col. 2:8). See also Deut. 11:1.*

The purpose of education is to train the child to be a faithful servant of God, to seek to be holy even as He is holy; and to be equipped (competent) to fulfill God’s cultural mandate and Great Commission (Gen. 1:26-28; Matt. 28:18-20).

The goal is not to gain degrees or fame but to promulgate the faith. *“And herein do I exercise myself, to have always a conscience void of offense toward God, and toward men” (Acts 24:16). “Let this mind be in you, which was also in Christ Jesus” (Phil. 2:5). “They are not of the world, even as I am not of the world. Sanctify them through Thy truth, Thy word is truth” (John 17:16, 17). “And they that shall be of you shall build the old waste places: you shall raise up the foundations of many generations . . . ” (Is. 58:12). See also Ps. 1:1-3; 78:1-7; Titus 2:11-15.*

Academic freedom is not license to study evil or the ways of evil. *“Cease, my son, to hear the instruction that causes you to err from the words of knowledge” (Prov. 19:27). “. . . yet I would have you wise unto that which is good and simple (innocent) concerning (as to what is) evil” (Romans 16:19). “Beloved, believe (trust) not every spirit, but try (prove) the spirits whether they are of God: because many false prophets are gone out into the world” (1 John 4:1).*

Christians are not to have the ungodly as peers; parents must protect their children from the pressures of worldly peers. **(No parent may render unto the world/Caesar that which belongs to Christ!)** *“Be you not unequally yoked together with unbelievers: for what fellowship has righteousness with unrighteousness? And what communion has light with darkness?” (2 Cor. 6:14-18). “My son, if sinners entice you, consent you not” (Prov. 1:10-19). “He that walks with wise men shall be wise: but a companion of fools shall be destroyed” (Prov. 13:20). “And be not conformed to this world: but be you transformed by the renewing of your mind, that you may prove what is the good and acceptable, and perfect will of God” (Romans 12:2). “Let no man despise (look down upon) your youth; but be you an example of the believers in word, in conversation (lifestyle), in charity, in spirit, in faith, in purity: (1Tim. 4:12).*

NOTES: 1/ "The Freedom Report," as quoted in *Christians for Freedom of Education in Wisconsin*, p2, April, 1984. 2/ Rev. Louis De Boer, "Resistance VI - Public Schools," *The Pilgrim*, June 1974. 3/ R. Berenda, "The Influence of the Group on the Judgments of Children," as cited by Dave Haigler and Bill Ambler in *Home School Defense Manual*, p II-27, 1982. 4/ Court cases cited in *The Home Study Journal*, Christian Liberty Academy, p3, 1982. 5/ Ibid, p4. 6/ The C.L.A.S.S. Review #4, Christian Liberty Academy Satellite Schools, p4, 1984. 7/ Dr. Wm. David Gamble, "The Conflict in Education: Education vs. Secular Humanism," *On Teaching*, American Reformation Movement, April, 1984. 8/ "The Parent As Tutor," Home Education Resource Center, Winter Bulletin #14, 1984. 9/ Ibid, 10/ Dr. Gamble, Ibid. 11. As quoted by Dr. Wm. David Gamble, Ibid.

For a catalog of books and resources (some free), call Christian Home Educators Association of California at 800/564-CHEA or write to: CHEA of CA, P.O. Box 2009, Norwalk, CA 90651-2009.

James Rose, American Christian History Institute, is author of *A Guide to American Christian Education for the Home and School*, a valuable guide for home or private schools. For information write to P.O. Box 648, Palo Cedro, CA 96073-(530) 547-3535.

Home School Legal Defense Association (HSLDA) has information and updates on the legal status of Homeschooling in each state, nationwide. Write HSLDA, P.O. Box 3000, Purcellville, VA 20134 or 540/338-5600.

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THE BATTLE FOR THE FUTURE

"I am convinced that the battle for humankind's future must be waged and won in the public school classroom by teachers who correctly perceive their roles as the proselytizers of a new faith: a religion of humanity that recognizes and respects the spark of what the theologians call divinity in every human being. These teachers must embody the same selfless dedication as the most rabid fundamentalist preachers, for they will be ministers of another sort, utilizing a classroom instead of a pulpit to convey humanist values in whatever subject they teach regardless of the educational level—preschool, day care, or large state university. (Emphasis added.)

"The classroom must and will become an arena of conflict between the old and the new – the rotting corpse of Christianity . . . and the new faith of humanism, resplendent in its promise of a world in which the never-realized Christian ideal of 'love thy neighbor' will finally be achieved." (John Dunphy, "A New Religion for a New Age," *The Humanist*, Jan/Feb, 1983, p. 25.)