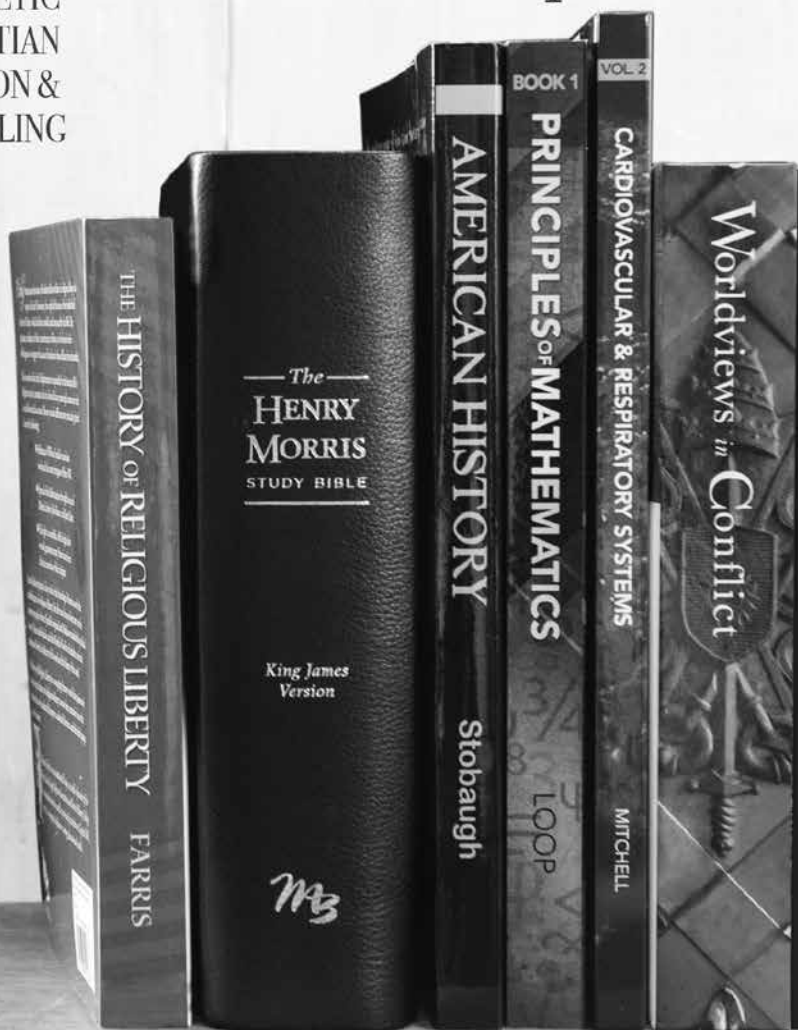


Education:

A BIBLICAL
APOLOGETIC
FOR CHRISTIAN
EDUCATION &
HOMESCHOOLING

Does God have an opinion?



Israel Wayne

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How to Use This Book

I frequently hear that the Bible is silent on the topic of education. Most Christians believe God doesn't care, one way or the other, how our children are schooled or what methods we employ. It will be my attempt in this book to prove otherwise from Scripture.

What you read in this book will radically challenge your assumptions and preconceived ideas. Please pray and ask God to open your mind and your heart to His word and His truth. Ask Him to give you discernment to help you to understand how He sees the issue of education. I am not asking you to take my word for anything. I am asking you to weigh what I write against the Word of God. If I am wrong, then please demonstrate so (at least in your private study) from Scripture itself.

Over the years, I have had hundreds of people tell me that they disagree with, or don't like, my thesis. However, I have yet to have anyone prove it false from the Bible. They tend to oppose it with their own set of opinions and emotions. They'll even say, "I prayed about it, and God told me something different than He told you." There is only one standard for our lives: God's nature and character as He has revealed it through the teaching of the 66 books we call the Bible. If what we believe does not match up to what we find in the Bible, we need to be willing to change our thinking, as painful, humiliating, and costly as that process may be, to make it conform to what God says.

This book is divided into two parts. The first deals with establishing a truly biblical philosophy of education. If we were stranded on a deserted island and had only the Bible to use to figure out what education should look like, what would we decide? Would we in any way conceive of our modern, institutionalized government school model? If not, from where did we originate our current constructs of traditional schooling? If they don't come from the Bible, then how did they emerge? We'll dig into that.

The second part is taking the right thinking about education (a biblical worldview) and learning to apply it strategically and systematically to all areas of education. Think of "The Core Subjects" section as a set of lenses through which you, as a teacher, will approach these

academic disciplines. You need to understand how to think properly about these matters before passing them on to your student.

Some of the terminology I use in this book may be new to you. I've tried to explain and define terms as I go. I'm not a fast reader, so for some readers like me, this book will be a challenge to plow through and finish. My encouragement to you is that this book will act like the box top of a 5,000-piece puzzle. There are thousands of random, fragmented facts and bits of information you will handle during your time as a teacher. You need to know what the big picture looks like, and how everything fits together as a cohesive whole. I truly believe this book will accomplish that for you.

You may wish to come back and review the individual subject chapters, as you are in the process of teaching those particular subjects with your students. You will need to constantly remind your students why they are studying these various topics. If they don't understand the why, they'll never remain motivated enough to endure the what and the how.

The future of your child's education, and therefore his or her life, is ultimately in your hands. Much is at stake here. We dare not get this wrong. If I am right (that God has a definite opinion about this education issue), wouldn't you, as a Christian parent, desire to find out what it is and how you can best implement His wisdom?

I think this book will be, for many readers, analogous to opening a door to a home where you've lived for many years but never explored. Imagine that you have spent all the years of your life in the enclosed porch. Suddenly, someone gives you a key and opens the front door. This book represents the living room. There are many, many other doors and rooms that you will be introduced to, once you start this process of discovery and engage in this new educational paradigm. It's a completely new and radical way of thinking. I expect it will inspire you as you see how much more there is to learn and discover for yourself as a teacher.

After you have finished the book, I'd love to hear your thoughts. Please look me up on social media or contact me through my website to discuss it if you have any specific questions after you finish. May God richly bless your diligence to learn His ways and make them known to others!

Introduction

A person's world view is the collection of his presuppositions or convictions about reality, which represent his total outlook on life.

— W. Andrew Hoffercker¹

As Christians, one of our primary endeavors is discipleship. Our goal is to transmit the Christian faith from generation to generation. Unfortunately, many studies² have revealed that evangelical Christians have largely failed in their attempts to effectively disciple their own children.

Evangelism is important, but unless discipleship occurs, Christianity will not grow. If each generation fails to successfully pass the baton of faith, Christianity will diminish in numbers and cultural influence.

There is almost no topic that is as relevant to the future of Christianity, or as controversial, as the education of children. Students in school classrooms spend a minimum of 10,800 seat hours³ being instructed by people who are not their parents. There is almost no way to calculate what a powerful force this is for influence.

Since the beginning of the 20th century, the vast majority of Christians have embraced the idea that it is a proper role and function of the civil government to control and guide the education of children. There have certainly been some dissenting voices. However, the majority of pastors, theologians, and church leaders have just conceded the point. The State (the civil government) has

asserted a right of ownership over the domain of education, and Christians have acquiesced to their claim.

This book will strongly challenge the notion that it is a proper role and function of the civil government to guide, direct and control the education of children (especially Christian children). It is not my expectation that government education will cease as a cultural institution in our lifetime.

I contend that, while non-Christians are always going to look for anti-biblical, humanistic solutions to cultural problems, we as Christians have a different mandate. Christians need to learn to think and live like Christians. That means that everything we do is informed by a biblical worldview.

My goal is to faithfully apply the teaching of Scripture to the issue of education to see what God has to say about this vital topic. I hope that, if you are a Christian, you will agree with me that when our presuppositions and/or beliefs conflict with Scripture, it is our responsibility to conform our thoughts and ideas to Scripture, not the other way around.

This book is not a replacement for Scripture. Nothing is a replacement for God's Word, Spirit, or direction. I simply pray this book will help lead you along in that to which God has commanded as it relates to the instruction and training of our children. *Soli Deo Gloria.*

Notes

1. W. Andrew Hoffercker, *Building A Christian World View* (Phillipsburg, NJ: P&R Publishing Co., 1986), ix.
2. See Barna Research Group, Pew Research, Nehemiah Institute, Gen 2 Survey, and The Beemer Group, among others.
3. U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Data File," 2007–08.

PART ONE

The Apologetic

Chapter 1

The Purpose of an Education

If our children are going to be able to stand against the thoughts and ideas of the 21st Century and be able to defend their faith, we must be teaching, equipping, and preparing them now. Nothing is of greater importance. All of life should be understood from the Christian world view.

— David and Shirley Quine¹

As Christians, we must always remember that education is a means to an end, not an end in and of itself. Every educational philosophy has a goal (whether or not we are aware of it) and a reason for studying.

Here are several philosophies of education that have been dominant in the past centuries:

The humanist worldview promotes knowledge for the exaltation of man. The Greek philosopher Protagoras of Abdera (490–420 B.C.) declared, “Man is the measure of all things.”² This is the essence of humanism. It teaches that there is no objective standard for morality outside of man’s opinions.

When driven by the humanist worldview, knowledge is sought for the glory of the individual. Scripture speaks authoritatively on this: “This ‘knowledge’ puffs up, but love builds up. If anyone imagines that he knows something, he does not yet know as he ought to know” (1 Cor. 8:1–2). The humanist worldview pursues pride in knowledge and career advancement. Its snare is not only felt by the student, but by parents as well. Parents often encourage educational

pursuits for their children, not to equip them to serve others, but for their child to pursue self-exaltation.

The Marxist/Leninist worldview maintains a mechanical form of education that prepares the child to serve the State. Communist and socialist nations approach education as a means of economic production for the nation, and thereby it must be controlled by the government.

My uncle visited Communist China and met with a Christian believer called “Joe.” (They often conceal their real names to protect identities.) Joe is a delivery truck driver, a position given to him by the government. Ever since he was a child, Joe has dreamed of being a doctor. He longs to use his hands to give healing to others; however, this is not an option for him in China. In communism, you don’t have the ability to pursue the career of your choice. You can’t legally follow God’s leading and calling for your life. Under the Marxist/Leninist worldview, you serve the State. The State is the god you are to serve and worship.

The capitalistic worldview adapted the “serve the State” mentality to fit a free-market economy. This is the mantra of “serve yourself.” The goal of this worldview is to get good grades, so you can get a scholarship at a good college, so you can get a good job, so you can make lots of money, be financially secure, have a retirement plan, move to Florida when you are old, play golf, be obnoxious, and die. This is the “chief end of man” according to the “American Dream.” Neil Postman calls this ideology “the god of Economic Utility.”³

There is a commonly held view that America cannot economically succeed as an industrial nation unless we are highly educated. There is merit in this view; however, many people erroneously presume that education can somehow be equated with “schooling.” Never confuse education and schooling. They are NOT the same thing. If a child wants to learn something, you cannot stop them. If a child does not want to learn, you cannot force them.

Government school programs like “school to work,” “Common Core,” and other similar initiatives are bridging the gap between the socialistic/communistic system and our current capitalistic employment system. In order to secure utilitarian workers, the State is trying to make sure that the young workers are well suited for the jobs the State deems best. This is a frightening trend for anyone who believes

in a free marketplace and the opportunity to choose one's own career. Citing research by Henry Levin of Stanford University, Postman asserts, "There is little evidence (that is to say, none) that the productivity of a nation's economy is related to the quality of its schooling."⁴

Most parents want their children to grow up knowing how to compete in the "real world" economy. Parents desire for their sons to be able to care for the physical and financial needs of their family. While these are understandable concerns, they don't make very good ultimate ends. Our financial provision is added unto us as we seek first God's Kingdom and righteousness (Matt. 6:33). A strict economic educational agenda is empty and hollow. It leaves us searching for the real meaning of life (see Eccles. 2:17–26).

Christian Worldview

The Christian worldview teaches that the real purpose for our existence is to know God. Why were we created? Think back to Adam working in the Garden of Eden. Did the God who created the whole universe with the breath of His mouth really need an employee to tend the vegetables and fruit trees? Of course not! He created us to have fellowship with Him.

The purpose of an education is to know our Creator. It is not even primarily to prepare us for Kingdom work. It is to teach us about the nature of God. The *Westminster Shorter Catechism* says the chief end of man is, "To glorify God, and enjoy Him forever."⁵

Harvard College's original mission statement in 1636 defines the purpose of an education this way: "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."⁶

The more we learn about Him, the more we should love Him. We must keep this in mind as we examine education. Solomon tried wisdom, pleasures, toil, advancement, and riches, and came to conclude, "Fear God and keep his commandments, for this is the whole duty of man" (Eccles. 12:13).

The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of

that knowledge to love him, to imitate him, to be like him.

— John Milton (1608–1674)⁷

How Did We Get Here?

In order to understand our modern age's educational philosophies, we must always look at where we have been. We should know not only where we are going with our children's education but also where our society would like to take them.

Government schools have walked the path of "Progressive Education," "Outcome-Based Education," "Goals 2000," "School-to-Work," "No Child Left Behind," and "Common Core." Everyone involved in government schooling is concerned with the future of learning in our country — or at least that's what they claim. They have a certain direction they would like to take our children academically and spiritually.

Families must develop their own educational goals, not measured on a humanistic scale of state or federally standardized comparisons, but by the plumb line of God's standard. How should we approach learning? What is a biblical view of education?

I would like to give an explanation of three schools of thought that have driven education in America since the Civil War. These worldviews, or educational philosophies, are divided into three categories: Christian worldview, modernism, and postmodernism.

It is really impossible to understand the contemporary educational climate without understanding how thinking on education has morphed over time and what has shaped the way various subjects are being taught and studied.

The Controversy

Under the Christian view of education, teachers wholeheartedly sought to influence students and lead them to believe a certain way. They took facts and helped the student formulate a conviction, or ethic, from those objective facts. They unabashedly tried to influence the thought process of the student. The authority of teachers to disciple their students is upheld by Scriptures such as, "The student is not above the teacher" (Matt. 10:24; NIV). There was a definite goal. Christian educators wanted students to graduate with a biblical

worldview, knowing right from wrong. God was the standard to determine the morals of a country, and the Ten Commandments and the Golden Rule were underlying presuppositions upon which all learning was founded.

Even with the influences of the Enlightenment, the Christian worldview was dominant in American education until the late 19th century. Things began to change culturally, especially in the fields of industry, technology, and science. Nietzsche, Darwin, Freud, Dewey, Mann, and others brought about a transformation in society's thinking. They proposed that God was dead and we are biological accidents. Psychology and social engineering (not religion) should be the driving force of education.

In all honesty, what goes around comes around, and many of these trends can be traced back to the Greeks (or any other culture for that matter) but, for the sake of understanding today's crisis, we will limit our focus to recent developments.

A fundamental element that was dragged over from the Enlightenment is the issue of logical positivism or empiricism. This belief that man can only be assured of what he can touch, taste, smell, see, and hear was a driving force behind the scientific revolution of the early 20th century. With these changes, we soon found ourselves in a new "modern" era of thought.

Modernism

In modern scientific thought, God was dead, and we couldn't believe myths and fables devised by weak-minded Christians. We could only believe what could be proven by science. If something could be duplicated scientifically, and was verifiable, it could be believed.⁸

The unique irony of this is that evolution somehow emerged as the predominant theory of our origins! Macro-evolutionary theory has never been proven by science. It can't be duplicated in a lab. It won't submit itself to the rigors of scientific scrutiny. The only evolution of this kind we have observed is in the theory itself!

History, in modernist thought, was soon downplayed because it had no objective significance. Per modernism, we are biological mishaps, and we can find neither purpose in, nor future direction from, the social histories of our predeceasing cultures. History is

deemed the struggle for the survival of the species, as the strong sought to dominate the weak.

Math was important to modernists, in that it could be duplicated and, thereby, understood logically and objectively. Mathematics played a big part in the scientific revolution, but it was divorced from the notion of a Designer.

Art, music, and culture became a means of expressing the meaninglessness of our existence. No longer did it represent the beauty of the character of God; it reflected only man's complete autonomy. Because of its subjective and relativistic nature, the arts were a fringe of the modernistic culture.

Language arts lost its importance. Since we are simply meaningless blobs of organic matter, it doesn't matter what we believe or feel. Why try to express your moral or religious values? Keep them to yourselves and let others believe as they wish. (Ironically, to express this view is to posit a value.)

The main objective of a modernist teacher was to transmit objective facts and allow the students to believe whatever they wanted to about those facts. Don't shape their worldviews, because one opinion is equal to another. There is no absolute, transcendent truth except what can be proven and verified by our senses. (This neutrality, of course, was never actually achieved.)

Religion, philosophy, psychology, and most realms of education became relativistic and were only jointed in their common agreement that God was dead, and nothing but the material world could be verified with certainty.

Postmodernism

The postmodern ideals are still evolving somewhat and are fairly difficult to confine to a singular definition. Ideologically, postmodernism is not so much "after" modernism, as much as it is "anti-" modernism.⁹ It is a reaction against the rigidity and absolutism embodied in its progenitor.

Modernism, with all of its emphasis on mathematical and scientific certainty, could be described by terms such as: structure, order, precision, hierarchy, authority, empirical, regimented, verifiable, stoic, objective, rational, logical, dogmatic, absolute, industrial,

mass-produced, clinical, impersonal, mechanistic, and autonomous.

In some ways, postmodernity could best be exemplified in the values and artistic expressions of the hippie culture. They were revolting against an impersonal world in which there was little emphasis on subjective feelings, emotions, or meaningful relationships. In many ways this movement parallels the romantic era of the late 18th and early 19th centuries.

In the 1960s, people sought to regain concepts that had been minimized during the modernist era: love, peace, spirituality, community, and other subjective emotional and metaphysical pursuits. One of the chief pursuits of postmodernism was to deconstruct the claims of absolute certainty purported by the modernists. This began in language through literary deconstructionists like Jacques Derrida, Jean-François Lyotard, and Michel Foucault, but also spread eventually into the hard sciences and mathematics.

Postmodernism can be explained through terms like ethereal, metaphysical, spiritual, personal, subjective, relativistic, uncertain, mystic, random, organic, communal, social, artistic, decentralized, abstract, deconstruction, pluralistic, diversity, mosaic, flamboyant, unstructured.

While sociologists disagree on precise dates, I personally would place the modernist era from 1859 (the year Charles Darwin's *On the Origin of Species by Means of Natural Selection, or the Preservation of Favoured Races in the Struggle for Life* was published) to 1959, at the span of about a hundred years. The atheistic philosophy that inspired modernism had been long promoted by Enlightenment thinkers, such as Voltaire, David Hume, Nietzsche, and others. However, it was not until the publication of Darwin's book that the final nail was driven into the coffin of theism, at least in the minds of the majority in popular culture.

The postmodern era escalated at astronomical levels as we entered the 21st century. The philosophy of teaching in the government school classroom has swung around full circle. It is now popular once again to influence and sway the beliefs of the students.

The New Spirituality

Spirituality is much more popular now than during the first half of the 20th century. Biblical Christianity, however, is at an all-

time low. New Age and Eastern pantheistic religions are sweeping our nation. Americans tolerate any religion that isn't anchored in biblical ethics and doesn't claim exclusivity. Postmodernists want a religion that accepts everyone and doesn't accuse anyone of being wrong. They are tolerant of everyone — except, of course, “bigoted, Bible-believing, intolerant, fundamentalist, right-wing, extremist Christians.” *Those* people must not be tolerated.

Whereas teaching religion in the government schools was strictly taboo during the modernist era, it is welcomed in our current era. You can speak positively of Wicca, Native American spirituality, Buddhism, and even, ironically, Islam (which is also exclusive). The only religions that are almost always spoken of in a negative or condescending light are Christianity and Judaism. Parents who have grown up with a modernist mindset wrongly assume that their children will simply be taught a values-free set of facts and dates in schools, from which the children can determine what they believe. Nothing could be further from the truth.

Many children in government schools are being brainwashed by militant secularists who teach that the most dangerous influence in our society is someone who takes the Bible seriously. Postmodernist educators don't believe that anyone can really be objective, so why pretend? We all have our opinions and biases, and to be consistent with that understanding, they are actively trying to impress their absolutist values on young children.

Modernists had emphasized the importance of academic excellence. Postmodernists downplay the essentials of reading, writing, and arithmetic. Instead, they emphasize self-esteem and developing citizens of a global society. Over the years, I have read hundreds of educational catalogs. As I examine the supplies available for classroom teachers, I am appalled at the absence of true academic essentials. The majority of the material is designated to multiculturalism, “multiple intelligences,” sexual orientation, environmentalism, and social adjustment programs.

Do you know what one school supplier suggests that “special-education teachers” do for students who struggle with dyslexia, ADD, or other learning disabilities? They want the teachers to hypnotize the child to help them reach the higher levels of potential within

themselves. They actually say in the catalog that spirit guides will assist the child, and the teacher should help the child get to know his or her guide. Of course, the teachers don't inform the parents that their children will be exposed to demonic forces. The parents naively assume their children are receiving advanced reading lessons.

Spiritism is a strong driving force behind postmodern education. Religious instruction is noticeably absent, however, to any positive references to biblical Christianity. When Christianity is mentioned, it is usually mentioned as an example of tyranny through the Crusades, the Salem Witch Trial, or the slaughter of Native Americans.

10,000 Hours to Excellence

In 2008, in his book *Outliers*, best-selling author Malcolm Gladwell introduced a new concept to the American psyche. The "10,000-Hour-Rule" suggests that if you wish to truly excel in any field of endeavor, you need to dedicate 10,000 hours of focused and targeted practice, study, and development. Successful musicians, athletes, artists, lawyers, actors, doctors, etc. have all given witness to investing this level of commitment into their craft.

According to the Center for Public Education, most states require between 175 and 180 days of school and/or between 900 and 1,000 hours of instructional time per year, depending on the grade level.¹⁰ Taking the lower number of 900 annual hours, this calculates to a total 10,800 hours of seat instruction for students enrolled in a government school for grades 1 through 12. Can you see where I'm headed with this? The goal of every Christian parent is to seek to utilize those 10,800 hours for the glory of God.

Achieving Goals

Every major leadership or management seminar insists that there are at least four major factors in achieving success in life:

1. Setting Goals
2. Assigning Responsibility
3. Developing a Strategy
4. Insisting on a Deadline

There are many other factors that I could mention, but let's limit our focus to these four for right now.

Setting Goals

When it comes to education, what are your short-term and long-range goals? I often encourage parents to create a mission statement for their family, to explain why you exist and what your purpose is here on earth. If you can identify your primary purpose in living (the over-arching macro-story or “meta-narrative” of your life), you can then begin to understand all of the parts of that equation. In logic, if something is true for the whole, or the universal, it is necessarily true for all of the particulars as well. So when you learn why God created you and why you exist, you can then begin to make sense of all of the smaller, daily aspects of your life.

Develop a Family Mission Statement

Our family mission statement is this: “We exist to know, love and serve God, and love and serve other people.” That is why we live. That is why we educate our children. That is why we teach multiplication and punctuation and geography. We want our children to know and understand the God who made everything (the visible and invisible things, as described in Col. 1), and be equipped to bless others, in Jesus’ name, through their life skills.

All of our short-term strategies are designed to achieve that long-term, big-picture goal. All of the tools and resources we implement are about helping to accomplish that ultimate objective in the lives of our children.

Assigning Responsibility

Tasks are never completed unless there is a very clear delegation of responsibility. Along with responsibility also comes the need for authority. When it comes to our precious children, we dare not capriciously entrust their upbringing to just anyone. Those assigned the task of educating and training children also need to have the determination and tenacity to stick with the process over the long haul and follow it through to completion.

The next question quickly becomes, who cares enough for the well-being of this child, knows him or her closely enough, and loves them deeply enough, to never give up and always do what is in the

overall best interest of this child? You, as a parent, or a complete stranger?

Developing a Strategy

In order to complete a project, mere vision must become actionable strategy. You need tools and means of production. In the process of education, that may include textbooks, historical biographies, lab equipment, hands-on manipulatives, field trips, multimedia, and much more.

A beautiful advantage to parent-led home education is being able to customize a unique curriculum package for each individual learning style, at each grade level, for every child. The path will probably never look exactly the same for two students, nor should it.

The person who knows your child the best, who understands your child's strengths and weaknesses, who will ensure that the child's needs are adequately met, is the parent. Who better to customize and develop a tailor-made strategy for a child than parents?

Insisting on a Deadline

After setting a goal, assigning responsibility, and developing a strategy, the next step in project management is creating action dates. Once you know what you want to accomplish, set dates for completing secondary goals. By what age should your child begin reading? When should he learn the multiplication tables? When should he understand the dynamics of the Second World War? If you use a standard curriculum, many of these decisions will be laid out for you, and all you must do is follow the guidelines.

I'd like to add here that, because every child learns at her own pace and has unique learning styles, she may not always be on time with your outlined schedule. That's okay. You haven't failed as a parent. You just need to be patient and continue to advance on those subjects to the best ability of the student. The main thing is to know approximately what you want to cover in what time period.

But what about less tangible goals? What about issues of character and spiritual maturity? By the time your child leaves your home, what life lessons will they need to have learned? Obviously, you cannot be responsible for how deeply and willingly they embrace

those principles, but you can at least be certain that you have given them every opportunity to excel.

Part of training a child up “in the way he should go” (Prov. 22:6) is understanding God’s calling on his or her life. That means helping your child to discern the trajectory of his life and determine how to best utilize the 10,000 hours it will take to become truly proficient in his endeavors.

Don’t Miss Your Opportunity

The fact is, the 10,000 hours that could be invested strategically in some important life goal will be spent on something. Will the 10,000 hours be spent on entertainment, government indoctrination, anti-Christian media, sports, video games, play, hanging out with peers, or . . . ? You’ll never get those hours back. Your time is your life. What is truly important in life, and how can you ensure that you are wisely investing your life, rather than frittering your life away on what is meaningless? These are questions we need to ask ourselves and seek to answer in the lives of our children.

Notes

1. David and Shirley Quine, *Let Us Highly Resolve* (Richardson, TX: The Cornerstone Curriculum Project, 1998), p. 16.
2. Protagoras, 485 B.C., quoted by Plato, *Theaetetus*, 160d, *Oxford Essential Quotations* (4 ed.), edited by Susan Ratcliffe (U.K; New York: Oxford University Press), published online 2016.
3. Neil Postman, *The End of Education* (New York: Vintage Books, 1996), p.16.
4. Ibid.
5. www.shortercatechism.com.
6. <https://answersingenesis.org/blogs/georgia-purdum/2011/10/11/harvard-no-longer-truth-for-christ-and-the-church>.
7. John Milton, *Tractate on Education*, The Harvard Classics, 1909–14, <http://www.bartleby.com/3/4/1.html>.
8. Dr. Francis Schaeffer brilliantly outlined the beliefs of the Modernist Era. Dr. David Noel also contributed greatly to our understanding of these trends in his monumental book, *Understanding the Times*.
9. Dennis McCallum’s book, *The Death of Truth*, Stanley Grentz’s *A Primer on Postmodernism*, and Gene Edward Veith’s *Postmodern Times*, are books I would recommend for understanding the postmodern worldview.
10. Center for Public Education, “Time in School: How Does the U.S. Compare?” <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Time-in-school-How-does-the-US-compare>.