

AWAKEN



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REASON TO STAND

EDUCATING, MENTORING & TRAINING
THE NEXT GENERATION

REASON *to* STAND

BY DR. MIKE MYERS *Headmaster and Founder, Dayspring Christian Academy*

The title of this issue of *Awaken* is one of those interesting phrases that has two interchangeable meanings. It is like one of those holographic images you sometimes see where, depending on how the light hits the image, one object or another comes into the foreground. The selection of articles in this issue are designed to cast that alternating look at the topic at hand: Reason to Stand.

On the one hand, people need a compelling *reason* to justify standing for something. I am not just talking about the superficial, casual, or popular stand—that is the easy stuff. A stand that may be unpopular, controversial, and perhaps costly is another matter entirely. This kind of stand requires a commensurate reason that provokes action.

The other meaning of the Reason-to-Stand phrase focuses on teaching children (and adults) how to determine what is worth standing for. This is accomplished by giving them the tools to *reason* correctly to valid conclusions and then to present credible arguments to defend their positions.

To begin our journey into this double-sided topic, I would like to explore the value, importance, and biblical mandate for education. From time immemorial, human beings have understood and embraced the idea that one generation is responsible for the next. Biblically speaking, education matters for it determines the future course of societies great or small.

For Christians, however, it's not just any kind of education. What the church must understand is that there is only one educational philosophy that aligns with God's perspective and prescription. Only that paradigm produces the intended results He has in mind for each generation that emerges until He sets up His kingdom on earth. Indeed, the educational model to which I am referring is one that is

wholly God-loving, Christ-honoring, and Biblically-based in every aspect—philosophy, curriculum, and methods.

Noah Webster, the great "Schoolmaster of the Nation," defined education as all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, form the manners and habits of youth, and fit them for usefulness in their future stations.¹

Webster's definition derives from biblical principles (e.g., II Timothy 3:16-17, Heb. 12:7-11, Eph. 2:10) and demonstrates that education begins internally in the heart and mind, which then sets the stage for the child's external expression of Christian character and service.

To be sure, most Christians teach their children about God, take them to Sunday School, and eventually place them in a church youth group. However, the current state of affairs in the American church and general society begs the question: Is that enough to accomplish the biblical goals of education laid out by the church fathers?

The world has changed drastically in our lifetimes and it is glaringly apparent to anyone who is seriously looking that the status quo is not working. The Christian-based moral framework that historically supported American institutions, including education, has been dismantled and replaced by a secular, postmodern form of humanism that is clearly anti-Christian. More than 90% of Christian parents send their children to government schools for their formal education for life.² Something is definitely wrong with this picture!

Many Christians understand that we are in a war for the heart and soul of America. What may be missing in their thinking is that the chief target in this epic struggle is our children. Rather than taking a long



term, strategic approach, the church largely settles for tactical incursions into the education arena. This approach has proven to be shortsighted, resulting in a generation that places personal aspiration and comfort as their primary objectives in this life. The result is that many, if not most, contemporary American Christians are ill equipped to affect the dominant culture and are derailed by it.

I submit that to transform culture, Christian children need to be educated in an authentically *Christian* manner in all areas of life, including their schooling. In such a paradigm, students are taught how to reason from Biblical principles—the very principles that caused human civilization to flourish wherever they were applied; the God-authored principles that brought the greatest liberty to the individual that the world has ever known.

It will take generations to undo the damage caused by the abdication of our educational responsibility into the hands of a secular government. If we are to restore sanity to American culture, we must not only give our children a reason to stand, but teach them how to reason from Biblical truth in order to stand for the right things. ▶

¹ Webster, N. (1995). *American Dictionary of the English Language* (1828 facsimile ed.). San Francisco: Foundation for American Christian Education.

² <http://americanvision.org/7001/reasons-christians-use-for-sending-their-children-to-government-schools/#sthash.nHsDwKKZ.dpbs>



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MENTORING *our* FUTURE LEADERS

BY DR. MARSHALL FOSTER
President, World History Institute
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Throughout the centuries, the godly strategy of defeating evil has always been an internal to external, generational family plan. From there, God's power and blessing influences every area of culture. God's worldwide covenant of blessing was initiated through Abraham. Speaking of Abraham in Genesis 18, God says, "For I have chosen him so that he may teach his children and the sons of his house after him to keep the way of the Lord and to do what is just and righteous."

The most powerful force in America is not our government, our economy, or our military. The force that has created the

freest nations in history is the peaceful and virtually unreported armies of godly families. If we mentor our families and friends to live out God's Word in their own lives, we can once again impact all areas of society. Here is a story to inspire and challenge your family. Notice how the power of only a few individuals from one family tree helped build two great nations.

John Knox, a former bodyguard and defrocked priest turned reformer, returned to his native Scotland, in 1560. He had spent 15 years in prison and exile. He preached the liberating Gospel with such power from the pulpit of St. Giles

Cathedral that much of his nation was converted. So much so that "Mary Queen of Scots feared the prayers of John Knox more than all the assembled armies of Europe." As a result of Knox's faithfulness, the lives, culture, and government of Scotland were transformed in a decade.

Four generations later, a descendent of John Knox married a minister named John Witherspoon. By this time, in the 1740s, Scotland had once again entered a time of economic turmoil, famine, and persecution from its powerful overlord to the south, England. The Witherspoon/Knox family endured trials and even

imprisonment, as they worked to revive the true faith in their homeland. They persevered. Elizabeth and John had ten children. Five survived childhood.

Prior to the founding of America, John left Scotland and accepted the invitation to become President of the College of New Jersey (Princeton University.) In the 1760s, the colonies were being pressed toward war with England. They were determined to create the world's first constitutional republic rather than fall back into the European model of divine right kings and impoverished commoners. If the colonists were to succeed, they would need political, military, and spiritual leaders that would surpass any in history.

John Witherspoon, as the head of the College of New Jersey, became the teacher of those future leaders. He combined a deep faith in the Biblical Christianity of the Reformation with an understanding of how to apply that faith to every academic discipline, including nation-building. During his tenure, there were 478 graduates of his college. With only three professors including himself, John was able to mentor all who came to his school using the tutorial method in six academic fields. He was then able to preach to them each Sunday in the campus chapel. Until 1902, every president of Princeton was a minister. America's youth were mentored largely by ministers like Witherspoon until the 20th century.

Of his graduates, at least 86 became active in civil government and included: one president (James Madison), one vice-president (Aaron Burr), 10 cabinet officers, 21 senators, 39 congressmen, 12 governors, a Supreme Court justice, and one attorney general.

Nearly one-fifth of the signers of the Declaration of Independence, one-sixth of the delegates of the Constitutional Convention, and one-fifth of the first Congress under the Constitution were graduates of the College of New Jersey. It can truly be said that John Witherspoon disciplined his new nation by training the

If we mentor our families and friends to live out God's Word in their own lives, we can once again impact all areas of society.

leaders, just as his ancestor John Knox had done in Scotland 200 years before.

Along with leading a college and serving in the Presbyterian Church, Witherspoon threw his efforts into the political drive for freedom. He was elected to the Continental Congress and sat on 100 different committees. As the debate over independence raged in Philadelphia on July 2, 1776, John stood to his feet and declared, "We are ripe for independence and in danger of becoming rotten for want of it, if we delay any longer!" He was the only formal minister to sign the Declaration of Independence (22 others had ministerial training.) The next year, the British took out their revenge on him, ravaging his college and burning his personal and college libraries. He also lost two of his sons in the War for Independence. (Editor's Note: Given this significant personal cost to Witherspoon, it is interesting to note that: Dr. Witherspoon is credited with adding the "final majestic sentence" to the Declaration of Independence: "And for the support of this Declaration, with a firm Reliance on the Protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor." It would seem that lives close to Witherspoon and fortune were, indeed, sacrificed.)

John Witherspoon was an indispensable leader used by God to help found this freest and most blessed of all nations.

His words on the National Day of Prayer in 1776 still ring with the spiritual power of his relative, the fiery reformer of Scotland. "While we give praise to God, the supreme disposer of all events, for His interposition on our behalf, let us guard against the dangerous error of trusting in, or boasting of an arm of flesh [human power] ... If your cause is just, if your principles are pure, and if your conduct is prudent, you need not fear the multitude of opposing hosts."

John Witherspoon's words and life speak to us from the "great cloud of witnesses." This is our day on the stage of history. God is orchestrating world events and our lives so that "all things work together for good for those who love God, to those who are called according to His purpose."

I believe that around our kitchen tables are seated the "Knoxes" and "Witherspoons" of our day who will be used to disciple the nations in our time. May God give us the eyes to recognize them and the commitment to train them, while they are still in our sphere of influence! ▶

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PASTORS, IS EDUCATION ON YOUR RADAR?

BY JOSH MULVIHILL
Children & Families Pastor, Grace Church, Eden Prairie, MN

Parents and pastors have often been guilty of minimizing the impact of the home and ignoring the life-altering power of education while placing all their discipleship eggs in church programs that impact children only a few hours per week. To be clear, God has called the church to disciple all its members and every pastor should be as passionate about the discipleship of the younger generations as they are the adults in their congregation. However, the impact of approximately 16,000 hours of educational

teaching in secular humanism is extremely transformative and the church must help parents to understand this reality.

Education is discipleship. It shapes. It forms. A child becomes like the people who teach him. This is the teaching of Luke 6:40, "A student is not above his teacher, but everyone who is fully trained will be like his teacher." Did you catch that? Teachers reproduce who they are in others because information brings about transformation, and 16,000 hours

of training in evolutionary, homosexual, anti-Jesus, the-Bible-is-outdated teaching slowly erodes a child's faith in Christ.

In Paul's letter to the Colossians he states that he labors and struggles "to present everyone mature in Christ." (Col. 1:28-29) Education must be on every pastor's radar as it either helps present or prevent maturity in Christ. Let us labor and struggle with education in attempt to see our children treasure Jesus Christ. ▶

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FALSEHOOD: HOW MUCH IS TOO MUCH

BY JEFF KEATON
Founder and CEO, Renewanation

Over the years that I have been involved in the effort to provide children with Christian world view education, I have talked with a lot of parents about whether it was a worthwhile investment for them. I have no doubt that most parents care deeply about their child's education. I am confident that most Christian parents want their kids to know, love, and serve Christ. However, when it comes to making the call to provide them with a Christian world

view education, many parents hesitate. For some, it's the money or time investment necessary to place their child in a Christian school or to homeschool them. For others, it's the sports program at the local non-Christian school or the academic acceptance that comes from being recognized at a large community school. Still others believe that their children are called to be missionaries in a non-Christian school. This belief is by far the most legitimate reason to place children in a non-Christian school, but for far too many it has not worked out.

Over the last few months, I've been asking the following question to sincere parents as they have talked with me about the education of their children. What kind of falsehood would your school have to teach in order for you to say, "My child will no longer be subjected to these lies?"

Jesus asked the all-important question: "For what will it profit a man if he gains the whole world, and loses his own soul?" (Mark 8:36 NKJV)

- God did not create the world.
- Christians are hateful and mean.
- Homosexuality is good and normal.
- There is no absolute standard of right and wrong.
- There is no heaven or hell. Death is the end of all existence.

I am amazed to find Christian parents who would pull their child out of a school if the school insisted that $2+2=7$ but don't seem to be overly troubled with a school teaching these falsehoods. I haven't met a parent to date who hasn't agreed that any one of the above falsehoods. I was reading through Matthew recently and came upon these words that struck me to the heart. "Whoever receives one such child in my name receives me, but whoever causes one of these little ones who believes in me to sin, it would be better for him to have a great millstone fastened around his neck and to be drowned in the depth of the sea." (Matthew 18:5-6 ESV)

As parents, we must do everything in our power to make sure that our kids are being taught the truth about God. If they become an academic genius in the world's eyes, but lose their soul, we have failed them eternally.

Thankfully, many Christian schools and homeschools are producing world-class students who are being accepted into the most rigorous academic institutions in the world. However, the most important question we must ask as parents is not, "Can my kid make it to Harvard?" It is, "Will my child make it to Heaven?" ▶

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As parents, we must do everything in our power to make sure that our kids are being taught the truth about God.

If a school were teaching one of the following statements as fact, would you pull your child out of that school?

- $2 + 2 = 7$
- Joseph Stalin was the founder of America.
- America killed millions of Jews in concentration camps.
- Abraham Lincoln was pro-slavery.

What if a school were teaching these falsehoods? Would you pull your child out of that school?

- God does not exist.
- The Bible is not true.



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THE ROLE OF THE AMERICAN CHRISTIAN HOME

THE EDUCATIONAL ROLE OF THE AMERICAN CHRISTIAN HOME IN A REPUBLIC IS TO BUILD THE FOUNDATION OF AMERICA'S CHRISTIAN CHARACTER

There are few statements today about the opportunity and the obligation of a Christian home in a republic. Yet, there is no single element in America that contributes more significantly to the success of Christian Constitutional government. It is in the home where the foundations of Christian character are laid. It is in the home where Christian self-government is learned and practiced. Yet, the Christian American who is aware of the particular challenges to America's Christian character and to the Constitutional form of government still inclines to political education outside the home. Thus, while parents are active politically, educationally, religiously, it becomes necessary for other agencies—the school, the church, the community—to

pick up the responsibility for making home the first sphere of government in the republic. Needless to say, they cannot substitute what only the home can provide.

It is evident that home as rightfully conceived by Christian parents includes far more than a mere Grand Central Station—accommodating travelers with food, clothing, and shelter, while they entrain for separate destinations.

Today we are in a period stirring with “great awakening”—a revival of faith and dedication and Christian commitment which will be greater than any the world has ever witnessed. This redemption must extend to the preeminence of Christ in all areas of life and living. Thus education,

cultural and social life, and especially Christian government must reflect and witness to His salvation and grace.

As Christian parents restore the “family altar” to their homes they will also be able to rekindle the watch fires of an enlightened patriotism. This Christian patriotism includes a recognition and understanding of America's unique function in the Chain of Christianity and a knowledge of the Christian principles of America's Christian History.

The vice and infidelity that prevail to such an alarming extent in the present day may be ascribed to parental neglect of the young. The desolating curse of heaven invariably accompanies neglect

It is in the home where Christian self-government is learned and practiced.

of domestic obligation and duties; it was this that constituted that dreadful degeneracy which preceded the coming of the Messiah. The parents were alienated from the children, and the children from their parents. And the only way in which the Jews could avert deserved and impending ruin, was by ‘turning the heart of the fathers to the children, and the heart of the children to their fathers.

We must adopt the same method. We need in the present day a deeper and more scriptural sense, both in the state and church, of the importance of the family, and of its position in the sphere of natural and religious life. The attention of the people should be directed to the nature, the influences, the responsibilities, the prerogatives, duties, and blessings of the Christian home.

THE MISSION OF THE CHRISTIAN HOME

From Rev. S. Phillips, A.M. The Christian Home as it is in the Sphere of Nature and the Church

It is the mission of home to provide for its physical, mental, and moral wants. “He that provides not for his own house has denied the faith, and is worse than an infidel.” Natural affection will prompt to this. (1 Timothy 5.8.)

It is another part of the home-mission to provide for the intellectual wants and welfare of the child. Children have mind as well as body. The former needs nourishment and training as well as the latter. Hence it is as much the mission of the family to minister to the well-being of the mind of the child, as to that of its body, Civil law enforces this. Children

have a legal as well as natural claim to mental culture. In a word, it is the home-mission to provide for the child all things necessary to prepare it for a citizenship in the state.

Parents abuse this mission in two ways, either when they by their own indolence and dissipation compel their children to support them; or, on the other hand, when they become the willing slaves of their children, labor to amass a fortune for them, and, in the anticipation of that, permit them to grow up in ignorance, idleness, and prodigality, fit only to abuse and spend the fruit of parental servitude. In this way, the misapplied provision made by parents often becomes a curse, not only to the members of the family, but to the state and church.”

Husband and wife may love each other, and live together in all the peace and harmony of reciprocated affection; yet if the religious part of their home-mission remain unfulfilled, their family is divested of its noblest attraction; its greatest interests will fall into ruin; its highest destiny will not be attained; and soon its fruits will be entombed in oblivion; while their children, neglected and perishing will look back upon that home with a bitterness of spirit which the world can neither soothe nor extract.

How many such homes there are! Even the homes of church members are too often reckless of their high vocation. Their moral stewardship is neglected; their dedications, formal and heartless. No prayers are heard; no Bible read; no instructions given; no pious examples set; no holy discipline exercised. Their

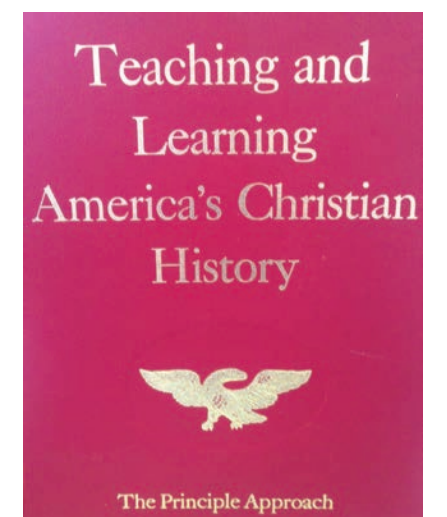
interests, their hopes, and their enjoyments; their education, their labor, and their rest, are all of the world—worldly.

Family religion includes parental Bible instruction, family prayer, and religious education, government, discipline, and example. “ These words I am commanding you today must be kept in mind, and you must teach them to your children and speak of them as you sit in your house, as you walk along the road, as you lie down, and as you get up.” (Deuteronomy 6:6-7)

We owe to the family, therefore, what we are as a nation as well as individuals. We trace this influence in the pulpit, on the rostrum, in the press, in our civil and political institutions. It is written upon the scroll of our national glory.

The homes of the American Revolution made the men of the revolution. Their influence reaches yet far into the inmost frame and constitution of our glorious republic. It controls the fountains of her power, forms the character of her citizens and statesmen, and shapes our destiny as a people. ▶

Editor's Note: These articles are brief excerpts from Teaching and Learning America's Christian History. Slater, Rosalie J. 1965 Foundation for American Christian Education. San Francisco California. You may purchase a copy of the book by visiting principleapproach.org.



RESOURCES for PARENTS

THE REVIEWS PROVIDED HERE HIGHLIGHT TWO BOOKS THAT PARENTS MAY FIND ENLIGHTENING AS WE SEEK TO EDUCATE CHILDREN IN SUCH A WAY THAT THEY WILL BE ABLE TO THINK AND REASON AND STAND.

BOOK REVIEW:

THE EDUCATION OF JAMES MADISON

A MODEL FOR TODAY

In the pages of this intriguing book is a fascinating account of the education of “The Father of the Constitution.” It shows that despite difficulties of colonizing a new nation remote from the Mother Country, boys like “Jemmy” Madison received an extraordinarily fine education from resourceful parents and teachers. Moreover, they were taught the art of learning, which enabled them to regard the pursuit of knowledge as a stimulating lifelong experience. A chapter is devoted to Madison’s school and college notebooks, and we see him later frequently pausing in his eventful career to research an idea and make painstaking notes on it before advancing his own ideas for political reform.

Madison’s formal education began at home at his devout grandmother’s knee, continued at a small boarding school run by Donald Robertson, a Scottish schoolmaster who inspired him with a love of learning, and concluded at the Presbyterian College of New Jersey where he attracted the interest of its new president, Dr. John Witherspoon. The author shows how decisive Witherspoon’s influence was in forming Madison’s religious and political convictions. In fact, the religious and political ideals Madison learned at home, which were later reinforced and developed by Witherspoon, played a prominent role

in all his contributions to America’s political history—from his draft for the article on religion in the Virginia Declaration of Rights (1776), to his contributions to the Constitutional Convention, which made him “Father of the Constitution” (1787), and finally to his drawing up the Bill of Rights (1789) at the First Congress under the new Constitution.

Thus the book not only contains a stimulating account of the subjects Madison studied at school and college and the principles and methods used in his education, but also shows how that education resonated throughout his entire political career. It also takes up Madison’s concerns in his later years that the youths of the new nation receive a sound education. Like his contemporary, Noah Webster, lexicographer and Founding Father of American education, Madison was convinced that American education must provide a thorough grounding in the political principles on which the American republic was based. Otherwise, he was convinced, the blessings of liberty could not be perpetuated.

The author frames her account of Madison’s education with an insightful introduction containing an overview of colonial education, its purpose, goals, and

methods, and a final chapter answering such challenging questions as:

In what ways is Madison’s education still a model for our time?

How can parents and teachers reproduce such a model for the education of America’s children today?

Who are some of the educators working to restore the educational standards that once existed in America? What are their suggestions?

The Appendices of this richly documented book contain texts of key papers Madison wrote demonstrating his strong political and religious convictions and his keen analytical abilities, all fostered by his education. A detailed Topical Index makes it easy to trace the education and ideas, personalities, and events of Madison’s life and times.

The Education of James Madison: A Model for Today is available for purchase through Barnes and Noble Booksellers at bn.com. ▶

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BOOK REVIEW: BY JUDY SYKES

CARRY ON MR. BOWDITCH

Do you know that you may have been deprived of knowing some important aspects of colonial education? Do you know who the Father of American Mathematics is? Do you know how this man was able to learn and become well-known in his time as an astronomer, business man, and mathematical scientist with the bonus of having acquired skill in languages?

If you have not been introduced to this man, Nathaniel Bowditch, then you may want to dig in to his story, which is told in *Carry on, Mr. Bowditch* by Jean Lee Latham. The book happens to be required reading for my fourth grade students at Dayspring Christian Academy.

In the book, Bowditch’s compelling life story is uncovered. His beginnings were not of privilege. On the contrary, he grew up during the Revolutionary War, and it was a hard time for his family. His mother and grandmother passed away before he was a teenager; his father was a broken man; so his older brother, Hab, became a mentor and role-model to him.

Nat, as he was affectionately called, was the fourth of seven children and to help in the family business, a cooperage, his formal education ended by the age of 10. He was excellent with numbers, which resulted in his being trained in bookkeeping for just two short two months. He was then indentured to the local chandlery or ship’s hardware store. It was during this time that he had the opportunity to study algebra, the entire *Chambers’ Cyclopaedia*, astronomy, then differential and integral calculus. Through the help and instruction

of some of the more educated and influential men in Salem, MA, Nat had access to books to further his self-education.

Carry on, Mr. Bowditch tells of Dr. Prince, Dr. Bentley, Nathan Read, Dr. Holyoke, and Captains Smith and Prince as just some of the men who took time to introduce Nathaniel Bowditch to the world of scholars and scholarship: Latin, Newton’s *Principia* – a study in mathematics of beginnings (laws of motion, classical mechanics, universal gravitation, etc.), surveying, navigation, French, and Laplace’s *Traité de mécanique céleste* – all about the solar system, were just some of his studies.

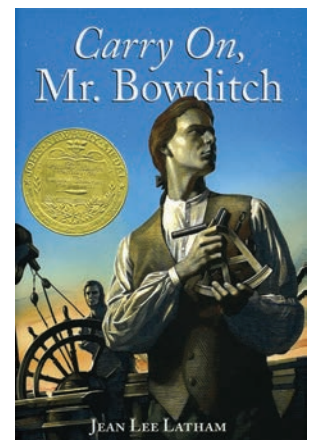
Thanks to the leadership and mentoring of these men, Nathaniel’s honors include being granted an honorary masters and doctorate to Harvard and requests to be chairs of mathematics at Harvard, West Point, and the University of Virginia (though he turned down all of these offers). He does, however, have this major published work: *New American Practical Navigator* (1802). This book is so comprehensive that there are 75 editions over the last 200 years, and the United States Coast Guard uses it as the “Sailor’s Bible,” a comprehensive guide to navigation.

In reading *Carry on, Mr. Bowditch*, one understands that it wasn’t academic accolades the man was after. His strivings were more far reaching and not self-directed. After serving as an apprentice, Nathaniel went to sea first as a second mate and clerk, then, as a supercargo, while he carried on with his studies. In addition to the time he spent translating

and studying, he spent time teaching the men before the mast (the uneducated sailors) the skill of navigation. When asked why he would use his time to help those men learn, his response is telling: He said they deserve the chance to improve their lot in life, too. Since he was assisted by men who took time with him, he wanted to pass on the benefit of mentoring others. All the men he taught went on to become mates on other ships, thus fulfilling Nat’s goals and dreams for them to advance their positions in life.

You can read *Carry on, Mr. Bowditch* or share it with your children. It is available by going to principleapproach.org and clicking on “Bookstore.” ▶

Judy Sykes is a master teacher at Dayspring Christian Academy where she has taught since 1990.



FAILURE TO STAND

BY JEFFREY DAY

Jeff Day was salutatorian for Dayspring Christian Academy's Class of 2013. In his commencement remarks, he did not choose to imbue sentiments of success; rather, his address took the unusual tact of pointing out the value of failure as teacher. His remarks are below.

“I’ve failed over and over and over again in my life. And that is why I succeed.” Those words of Michael Jordan ring cliché, but are true nonetheless. I stand before you today a failure. I have failed an innumerable amount of times. However, I look past who I am in myself and look to who I am in Christ. Christ makes me perfect.

For the past few years, classmates and friends, even teachers have jokingly called me perfect. All jokes aside, perfection is attainable. Jesus exhorts us: “Be ye therefore perfect, even as your Father which is in heaven is perfect” (Matthew 5:48). James further instructs: “But let patience have her perfect work, that ye may be perfect” (James 1:4). We should not expect to attain this perfection overnight, but we should strive day after day to reach that ultimate goal.

What comes along the path to perfection? Failure. This is my first challenge to you: fail. Fail over and over again, and embrace those failures. The key to

success is trying and trying means failing, but we should not crawl into a corner and cry when we fail. Failing shows you what you did wrong, which in turn, shows you how to do things right! Every failure should be that next rung of the ladder that leads to perfection. So, am I saying that we came this far just to constantly fail? No. We are at this day because we have been molded into leaders, leaders who are not afraid to fail and not afraid to admit that we have failed. As we leave the narrow halls of Dayspring and go forth to the broad streets of the world, continue to lead. You may ask: “Must I lead?” The answer is: “Yes! You must lead!” This is my second challenge to you: Be leaders not followers, be shepherds not sheep.

We have been equipped to lead. We have been equipped to lead because we have been taught the truth. We will be going places where truth is denied, condemned, and even unknown. That is why we must lead. Everyday people are being led by lies, it is time that the truth regains that leadership position, and it starts with us. It is for such a time as this that we have been placed on this earth. We are the leaders, not of tomorrow, but of today. So what is the point of being leaders? It is not an enviable position, it is a huge responsibility, it means experiencing failure, and, consequently, being ridiculed. The reason we have been raised up to be leaders, to be a light in a dark place, is this: to redeem.

One of the themes of the Bible we discussed in ninth grade Bible prophecy was God’s plan of redemption for fallen man. In the Old Testament, animal and burnt sacrifices were the redemption of man’s sins. In the New Testament, the perfect redemption came in the form of Jesus, Who took our sinful lives and redeemed them before God, upon the cross. He redeemed death and made it life. So my

third challenge to you is this: as you fail, lead, and as you lead, redeem.

As you go to college, the workplace, wherever you may go, make it your goal to take as many things as you can that are termed secular and make them sacred. What do I mean by this? Let me give you an example. King Nebuchadnezzar, as related by the Book of Daniel, dreamed disturbing dreams. So he called his magicians and astrologers to interpret his dreams but they were unable to do so. Then, Daniel, inspired by God, went to the king and interpreted his dreams. In this instance, Daniel redeemed the secular and made it

**As you fail,
LEAD,
and as you lead,
REDEEM.**

sacred. Interpreting dreams was considered a pagan practice but Daniel was able to redeem that pagan practice to glorify God. As leaders, we have the power to do this as well. We can engage in science, in medicine, in law, in sports, in art, in business, in engineering, and we can do so in a way that glorifies God. After all, “The earth is the Lord’s, and the fullness thereof” (Psalm 24:1a). We are living in a sacred place that has been transformed into a secular place by secular leaders. It is our turn, as sacred leaders, to redefine our world, redeem it, turn the tide, to reclaim God’s sacred earth.

“For by one sacrifice He has made perfect forever those who are being made holy”

(Hebrews 10:14). Jesus was a leader, Who redeemed us, so that we in turn, could lead and redeem on our way to perfection in Him. Paul said, “For to me, to live is Christ and to die is gain” (Philippians 1:21). Make it your goal to become perfect like Christ, and on your journey, when you fail, remember that God’s strength is made perfect in your weakness, and have the mindset of Paul: “. . . when I am weak, then am I strong” (II Cor. 12:10b). As you take the next step in your life: fail, fail on your way to succeeding. While you succeed, lead, lead others in the truth that you have been taught. While you lead, redeem, redeem the darkness by shining the light of truth. None of us are failures, all of us can succeed, we are all leaders on our way to perfection. This is Christ’s gift to us. Having been taught in such an amazing school, how to learn from failure, how to lead others, and how to redeem things for God’s glory, it is now our responsibility to use this gift.

So, DCA Class of 2013, will you have the generosity of Abel, to give your best? Will you have the courage of Joshua to say “as for me and my house we will serve the Lord”? Will you have the shamelessness of David to proclaim the Lord’s greatness to your friends, family, and coworkers? Will you have the fearlessness of Ivanhoe to fight for what you love? Will you have the conviction of Jane Eyre to follow God when you so badly want to follow the world? Will you have the humility of Abraham Lincoln to give credit to God? Will you be the next Martin Luther King Jr., Abigail Adams, Tim Tebow, Ronald Reagan, Margaret Thatcher, Jim Elliot? These people all had certain things in common: they failed, they led, and they redeemed. Go and do likewise so that you may become complete, perfect in Christ. ▶



GOD: MISSING IN ACTION

FROM AMERICAN HISTORY

BY DAVE BARTON
Founder of WallBuilders

American history today has become a dreary academic subject. Yet, most who are bored by American history view Bible history quite differently: they love the stories of David and Goliath, Daniel and the lion's den, and Peter walking on the water. So it's not that people don't enjoy history, it's just that they don't respond favorably to the way American history is currently being taught.

One reason Bible history is interesting and American history is not is that the Bible (as well as American education during its first three centuries) uses biographical history - that is, it presents history through the eyes and life experiences of those involved (i.e., the biographies) rather than through the recitation of a string of dates and places. It is the difference between reading the stories in Guideposts and the numbers in a phone book.

Looking at history the way God presents it is exciting and informative; and in numerous verses, God even commends its study: "Remember the former things of old: for I am God" (Isaiah 46:9); and "Call to remembrance the former days" (Hebrews 10:32); etc. But why would God want us to know history? The Apostle Paul answers that question in 1 Corinthians 10:1: "All these things happened unto them for example; and they are written for our admonition" (see

also Romans 15:4: "Those things written aforetime were written for our learning"). In short, we learn from history; and what we learn affects our behavior.

American leaders long understood this Biblical truth. For example, Thomas Jefferson noted: "History, by apprizing them [students] of the past, will enable them to judge the future." And what can be learned by being "apprised of the past"? According to Benjamin Franklin: History will afford frequent opportunities of showing the necessity of a public religion from its usefulness to the public; the advantage of a religious character among private persons; the mischiefs of superstition; and the excellency of the Christian religion above all others, ancient or modern.

Franklin understood that history, when accurately presented, would demonstrate the need for Christianity because of both the societal and the individual benefits it produces. In fact, the presenting of an uncensored and unrevised history actually causes a recognition of the hand of God—for, in the words of the great statesman Daniel Webster: "History is God's providence in human affairs."

Today, however, history is presented in such an edited, revised, and politically-correct manner that God's hand is rarely visible - and even the historic role of famous Godly leaders in education, business, politics, and the military is now virtually unacknowledged.

An obvious example of the secularization of history occurs each year around the Fourth of July. Americans are taught that "taxation without representation" was the reason America separated from Great Britain; yet "taxation without representation" was only reason number seventeen out of the twenty-seven reasons given in

of the signers of the Declaration (24 of 56) held what today would be considered seminary or Bible school degrees. Clearly, for many Founders, religious issues were an important motivation behind their separation from Great Britain; but that motivation is largely ignored today.

"History is God's providence in human affairs."

— DANIEL WEBSTER

the Declaration of Independence. Never mentioned today are the numerous grievances condemning judicial activism - or those addressing moral or religious or other issues.

What religious issues? In 1762, the king vetoed the charter for America's first missionary society; he also suppressed other religious freedoms and even prevented Americans from printing an English language Bible. How did Americans respond? They took action; and almost unknown today is the fact that Declaration signers such as Samuel Adams and Charles Carroll cited religious freedom as the reason they became involved in the American Revolution. And significantly, even though Thomas Jefferson and Ben Franklin (two of the least religious signers) are typically the only signers studied today, almost half

Moral issues are accorded the same silence. The greatest moral issue of that day was slavery; and after several of the American colonies moved toward abolishing slavery in 1773, the King, in 1774, vetoed those anti-slavery laws and continued slavery in America. Soon-to-be signers of the Declaration Benjamin Franklin and Benjamin Rush promptly founded America's first abolition society as a direct response against the king's order. The desire to end slavery in America was a significant motivation not only for Franklin and Rush but also for a number of others; but the end of slavery in America could be achieved only if they separated from Great Britain - which they were willing to do (and six of the thirteen colonies began abolishing slavery following the separation).

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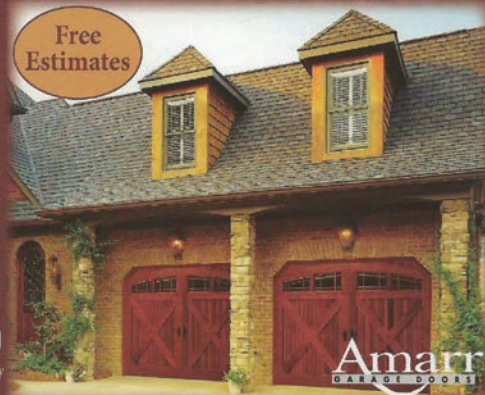
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There were many other significant issues that led to our original Fourth of July; so why aren't Americans familiar with the rest? Because in the 1920s, 30s, and 40s, a group of secular-minded writers (including Charles and Mary Beard, W. E. Woodward, Fairfax Downey, and others) began penning works on American history that introduced a new paradigm. For this group, economics was the only issue of importance, so they began to write texts accordingly (their approach is now described as "the economic view of American history" and since the 1960s has been widely embraced throughout the education community). Consequently, since "taxation without representation" was the economic grievance in the Declaration, it became the sole clause that Americans studied.

As a result of such efforts, God is no longer visible in American history; and His absence is now construed as a mandate for secularism. Texts now forcefully assert

Regrettably, we no longer know much about the indispensable role of pastors and Christian leaders in the founding of our civil government. Americans have been subjected to "revisionism" — defined by the dictionary as "the revision of an accepted, usually long-standing view; especially a revision of historical events and movements." Revisionism attempts to alter the way a people sees its history in order to cause a change in public policy.

Consider how successful this has been. Under the economic view of American history, Americans now believe that the early colonists came to America seeking land and gold rather than for the reason most cited by the colonists: evangelization. And most now accept that the colonies were founded for trade, fishing, and other economic enterprises, even though more than half were founded by Gospel ministers for religious purposes (e.g., Massachusetts, New Hampshire, Connecticut, Rhode Island, Georgia,

major Revolutionary battles and became an ardent admirer of George Washington, regularly preaching sermons on Washington's birthday. This patriot preacher was the first African American to be ordained by a mainstream Christian denomination (the Congregationalists, in 1785), to pastor a white congregation (a congregation in Connecticut), and to be awarded an honorary Master's Degree (by Middlebury College, in 1804). Yet who today has heard of Lemuel Haynes?

Consider also African American political history. Who today knows the story of the Rev. Hiram Rhodes Revels, the African American missionary who became the first black U. S. Senator? Or the Rev. Henry Highland Garnet, the first African American to deliver a sermon in Congress? Or Joseph Hayne Rainey, who overcame slavery to become the first African American elected to the U. S. Congress, even presiding over the U. S. House? (In the picture of the first seven African Americans elected to the federal Congress - all as Republicans - the Rev. Revels is the first from the left, and Rainey is second from the right.) Or who today has learned that nearly every southern Republican Party was started by African Americans - or that the first 190 African Americans elected to office in South Carolina (and the first 112 in Mississippi, the first 42 in Texas, the first 127 in Louisiana, etc.) were all Republicans, and many were ministers?

The reintroduction of a truthful and complete telling of American history is long overdue. Daniel Webster was right: "History is God's providence in human affairs," and it is time for Americans once again to become aware of the remarkable hand of God throughout our history. ▶

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God is no longer visible in American history...

that the American founding produced the first intentionally secular government in history - even though the Declaration officially acknowledges God in four separate clauses. (But who still teaches the Declaration - or even reads it?) Similarly, leaders such as John Hancock and John Adams receive credit as being the source of our independence, even though John Adams himself declared that the Rev. Dr. Jonathan Mayhew and the Rev. Dr. Samuel Cooper were two of the individuals "most conspicuous, the most ardent, and influential" in the "awakening and revival of American principles and feelings" that led to American independence. Regrettably, God (and His servants) have largely disappeared from the presentation of American history in general and America's founding in particular.

etc.). And if religion is discussed in a text, it will be to present the 21 deaths during the Salem Witch Trials rather than the Great Awakenings, the Civil War revivals, or the turn-of-the-century revivals that led to widespread urban renewal and the end of child labor.

There is so much of our wholesome, God-centered American history that we no longer know today. This is especially true when it comes to the average American's knowledge of African American history.

Consider, for example, African American achievements during the American Revolution. Few today know that almost 5,000 of the patriots in the fledgling Continental Army were African Americans. Pastor Lemuel Haynes was involved in several

HAVE YOU HEARD *of the* COMMON CORE STATE STANDARDS INITIATIVE?

GOVERNMENT SCHOOLS REQUIRED TO COMPLY

Over the past year, Americans have awakened to a new federal takeover of school curriculum through a program called the Common Core State Standards Initiative. It is yet another example of government intrusion in matters that belong in the home, and it is important to know that Dayspring Christian Academy stands against such government intrusion and will not be implementing the Common Core.

According to the official website, “the Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

However, many parents and educators across the country are sounding the alarm and see it as the federal government taking over classrooms. The American Principles Project has been on the forefront warning parents about what is underway. The organization answers questions regarding the Common Core below.

COMMON CORE QUESTIONS AND ANSWERS FROM THE AMERICAN PRINCIPLES PROJECT

Specifically, how will Common Core impact a child's education?

In English Language Arts, (ELA) the child will be exposed to significantly less classic literature – the books and stories that instill a love of reading – and significantly

more nonfiction “informational texts.” The idea is not to educate him as a full citizen, but to train him for a future static job. In math, the child won’t learn the standard algorithm (the normal computational model) for addition and subtraction until Grade 4, for multiplication until Grade 5, and for division until Grade 6. Until then, the child will be taught what we used to call “fuzzy math” – alternative offbeat ways to solve math problems. He probably won’t take Algebra I until Grade 9 (meaning he’s unlikely to reach calculus in high school, as expected by selective universities), and will be “taught” geometry according to an experimental method never used successfully in K-12 anywhere in the world.

Aren't Common Core standards supposed to be better than existing school standards?

That’s the claim, but it simply isn’t true. Even the Fordham Institute, which has been paid a lot of money by Common Core-financier the Gates Foundation to promote the standards, admitted that many states had better standards and others had standards at least as good. The Common Core website itself no longer claims that the standards are “internationally benchmarked,” and the Common Core Validation Committee was never given any information on international benchmarking. One of the drafters of the math standards admitted in 2010 that when Common Core proponents talk about “college-readiness,” they’re aiming for a nonselective community college, not a four-year university.

Why should parents be concerned about Common Core?

Common Core is an attempt by private interests in Washington, D.C., aided by the

federal government, to standardize ELA and math education (and ultimately, education in other subjects as well) throughout the nation. By adopting Common Core, states agree to cede control over its ELA and math standards to entities outside the state. Not only does this scheme obliterate parental control over the education of their children, but it imposes mediocre standards based on questionable philosophies, constitutes a huge unfunded mandate on the state and on local districts, and requires sharing students’ personal data with the federal government.

What should parents know about the database that is built through the Common Core?

Both the 2009 Stimulus bill and the Race to the Top program required states to build massive student databases. It is recommended that these databases ultimately track over 400 data points, including health-care history, disciplinary history, etc. Any of this data that will be given to the Smarter Balanced consortium as part of the national test will be sent to the U.S. Department of Education, which can then share the data with literally any entity it wants to – public or private – because of regulations it has issued gutting federal student-privacy law.

How did all this happen?

Very stealthily. Private interests in Washington, funded largely by the Gates Foundation, decided in 2007 to try again (as progressive education reformers have in the past) to nationalize standards and curriculum. Thus began the development of Common Core. When the stimulus bill passed in 2009, the U.S. Department of Education used the money it was given to create the Race to the Top program. To be competitive for Race to the Top grants, a state had to agree to adopt Common Core and the aligned national tests. The commitments were due before the standards were released and without the opportunity for involvement by state legislatures. So, most states that adopted Common Core did so for a chance at federal money—and without legislators’ and citizens’ knowing anything about it.

Who Does the American Principles Project believe is behind the development of Common Core Standards and what are they trying to accomplish?

The standards were created primarily by a nonprofit called Achieve, Inc. in Washington, D.C., and released under the auspices of two D.C.-based trade associations (the National Governors Association and the Council of Chief State School Officers, neither of which had a grant of legislative authority from their members to create national standards). Funding and support

came from the Gates Foundation, as well as from other foundations including the Hunt Institute for Educational Leadership and Policy and former Florida Gov. Jeb Bush’s Foundation for Excellence in Education. The common denominator seems to be a belief that very smart elites in Washington are better able to direct our children’s education than we are. As for what they are trying to accomplish, two points: first, Bill Gates seems to favor a “Common Core operating system” that can be imposed on every school, every-

where, to increase efficiency, and second, the initiative seems directed at workforce development, not true education. ➤

The American Principles Project (APP) was founded to reinvigorate and restore those principles that made our country great. The organization's website says APP takes pride in leading the conversation, defending and promoting the universal truths that we are all "created equal, endowed by our Creator with certain unalienable rights, and among these are life, liberty, and the pursuit of happiness."

COMMON CORE: BY DR. PEG LUKSIK The UNASKED QUESTION

The public debate over the Common Core Standards is intensifying as parents and teachers learn more about the changes to our educational system.

When the proponents of the standards mention them, they always begin with the word “rigorous.” The word is always used, and there is never a synonym. This is marketing at its finest.

Who could ever be opposed to rigorous standards that would make America’s children college and career-ready?

Then the definition of “rigorous” began to emerge. To quote the training materials being used with teachers across Pennsylvania, rigor does not mean “difficult, as AP Calculus is difficult.” Rigor meant that lots of effort would be required. In the example given by one of the official presenters, the rigorous activity in a high school chemistry class was to have the students use balls to build little models of each of the atoms in the Periodic Table. She explained that the brightest students were frustrated with this activity because they were not used to having to do such “rigorous” work.

And now the Common Core based secondary school math assessment has been revealed. To meet these “rigorous” new standards and be able to graduate from high school, America’s students will have to pass Algebra I.

In testimony before the Pennsylvania Senate Education Committee, a proponent of these standards was asked about this situation. He responded that a graduate only needed Algebra I to be “career-ready” – which he clarified by specifying that he was referring to working a service or manufacturing job or joining the military.

His response brings us to the unasked questions in this movement to radically restructure our schools.

Who is the client of the educational system? What is the purpose of education?

In classical education, which is how most adults over the age of 35 were taught, the client of education was the child, and the purpose was to give each child the ability to reach his fullest potential. The school was supposed to open doors so children from any background would have the chance to achieve their dreams. Educational programs were not aimed at what a child “only needed” – they were aimed at giving each child as many options as possible. They aimed a child at the ceiling instead of the floor.

And in reaching the ceiling, those adults learned what they needed to find and keep a job. Some of them went to college and

some of them entered the work force and some of them joined the military. But those decisions were theirs, based on their abilities and preferences and effort. And if they decided to make a different choice, they had the ability to do so.

But the Common Core changes the answers to those basic questions. In the new system, the client of the educational system is business, and the purpose of the educational system is to create a work force with the skills they need to do the job. And if the job only requires Algebra I, then, as the gentleman testifying said, there is no need for the workers in that job to have any education beyond Algebra I.

Who decides which students will be allowed to continue learning and which will be stopped at “the skills they need to do their jobs?”

That too is an unasked, and unanswered, question. And it is the most chilling question of all. ➤

Dr. Peg Luksik is author of Outcome Based Education: The State's Assault on Our Children's Values and founder and chairman of Founded on Truth, an organization that is dedicated to rebuilding our culture based on the truths that founded America. She is a former staffer at the U.S. Department of Education and a former teacher. She is founder of Mom's house, a comprehensive service network for single parents and their children to help them complete their education. Additionally, she was a candidate for United States Senate in Pennsylvania in 2010 and a gubernatorial candidate in 1990. She and her husband, James, have six children.

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TYPES OF GIFTS

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LEARNING to STAND

BY ERIC PETTIS '10

On the brink of February, with chilled air rushing by my face, I found myself walking on North Third Street in Harrisburg for the first day of my internship at the Department of State. My experience as a legal intern at the Department of State was tremendously valuable. As my time ended at the Department of State though, I found myself yet yearning to taste the political vehicle we call "Capitol Hill."

My hunger to experience the political environment was so strong, that I remember admitting that I was willing to scrub floors, just as long as it was in the capitol. As a result of asking the Lord to provide an opportunity through prayer, He finally opened a door! A prosecutor from the Department of State connected me with Senator Michael Stack from the Fifth Senatorial District, which is located in North East Philadelphia. I had the high privilege of interning for Senator Stack, whom I believe is a principled leader and legislator who is passionate about serving his district and fighting for the well-being of his constituents. As an intern, some of my responsibilities included: summarizing hearings I attend, participating in staff meetings, attending session in the Senate, and conducting research on an array of policy issues that are of interest to Senator Stack.

Interning in the Senate has given me the opportunity to observe and understand the processes of state government function. Although I am majoring in Government and Political Affairs and Political Economics, my internship experience has widely broadened my understanding about politics and government. Learning in the classroom is very different from learning through observation and interaction. Through the course of my assignments and interactions with politicians, I have

had the opportunity to strengthen my professional writing, reasoning, and communication skills.

Senator Stack has given me the opportunity to continue my internship in his office for the rest of the year while taking classes at Millersville University. After graduating from Millersville next spring, I know that the Lord will guide my steps to where He has called me to make a difference in our world.

Dayspring has unquestionably played a significant role in my journey to the Pennsylvania Senate. Over the course of 13 years as a Dayspring student, I developed a personal interest in politics and government as a result of many class discussions. Often, Dayspring teachers encourage their students to connect what they learn in the classroom to current events often in the sphere of politics and government. My interest in politics was undoubtedly stirred by many of my teachers who provided a thought-provoking atmosphere to discuss current events and political issues.

Academically, Dayspring also equipped me with the necessary writing, speaking, and critical thinking skills that have helped me succeed as a college student and as a government intern. From oration contests, to 4-Rs, to speech meets, to the senior thesis, Dayspring prepared me to be an effective writer, communicator, and an analytical problem solver.

Through my experience as a government intern, I have realized more now than ever the need for men and women with Christian values to serve in government. When politicians live by Biblical principles such as leadership, stewardship, humility, and compassion, their motives and actions become less about retaining their seats, but instead about honoring the Lord and about positively



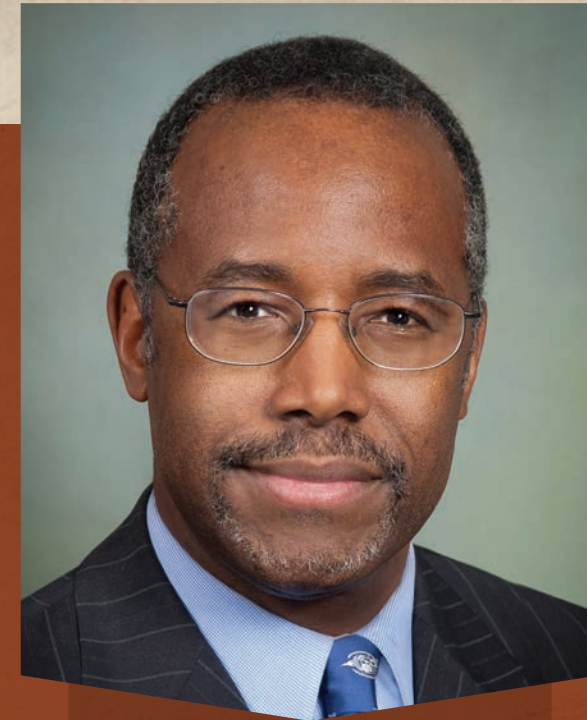
Eric Pettis, Dayspring Class of 2010, serves as an intern with Pennsylvania State Senator Michael Stack. He also recently served as an intern for the Department of State. He was the only Millersville student chosen for that position and one of only 14 in the state of Pennsylvania.

impacting their districts. I remember a conversation I had with former Pennsylvania State Representative Scott Boyd a few years ago. He informed me that as a result of standing up for his Biblical convictions in Harrisburg, he was often chastised by other politicians. When politicians are more concerned with honoring the Lord rather than pleasing their fellow legislator, their public service has a greater impact.

Now more than ever do we need Christian men and women who are willing to live by Biblical principles to change a rapidly evolving secular culture. It is easier to blend in with the crowd, but the Lord calls Christians to a higher calling. God has called His people to live lives that seek to honor Him with our words, thoughts, and actions. Christians are called to responsibly follow the Word of God, even if others shout, "God is dead." With the rate of perversion and debauchery growing, it is so vitally important for the health of our nation, for Christians to be a light in a dark world. John 1:5 reads, "the light shines in the darkness, and the darkness has not overcome it." If America is ever to maintain its blessing from the Lord, Christians must be willing to live by their Biblical convictions privately and publicly. Every Christian must ask himself, "do I want to be apart of the world or do I want to change it?" The fate of society lies in our answer. ▶

Eric Pettis is a 2010 graduate of Dayspring Christian Academy and is a senior at Millersville University.

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THANKSGIVING EXPOSED

THE REAL PILGRIM STORY

★ ★ ★

Nov. 23, 2013, 5:30 - 9 PM & Nov. 25, 2013, 5:30 - 9 PM
AT DAYSPRING CHRISTIAN ACADEMY



Drawn from primary sources, Thanksgiving Exposed is a live reenactment of the true history of the Pilgrims. Four groups will be escorted through 7 stations that highlight God's hand in establishing the Plymouth Colony in New England. This is an event for the entire family.

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