

TEXAS HOME SCHOOL COALITION

REVIEW

KEEPING TEXAS FAMILIES FREE

A MOM'S
Sentimental
JOURNEY

Plus:

Why Home School
Through High School

The Myth of the
Perfect Curriculum

Ten Timeless Truths (Part 1)

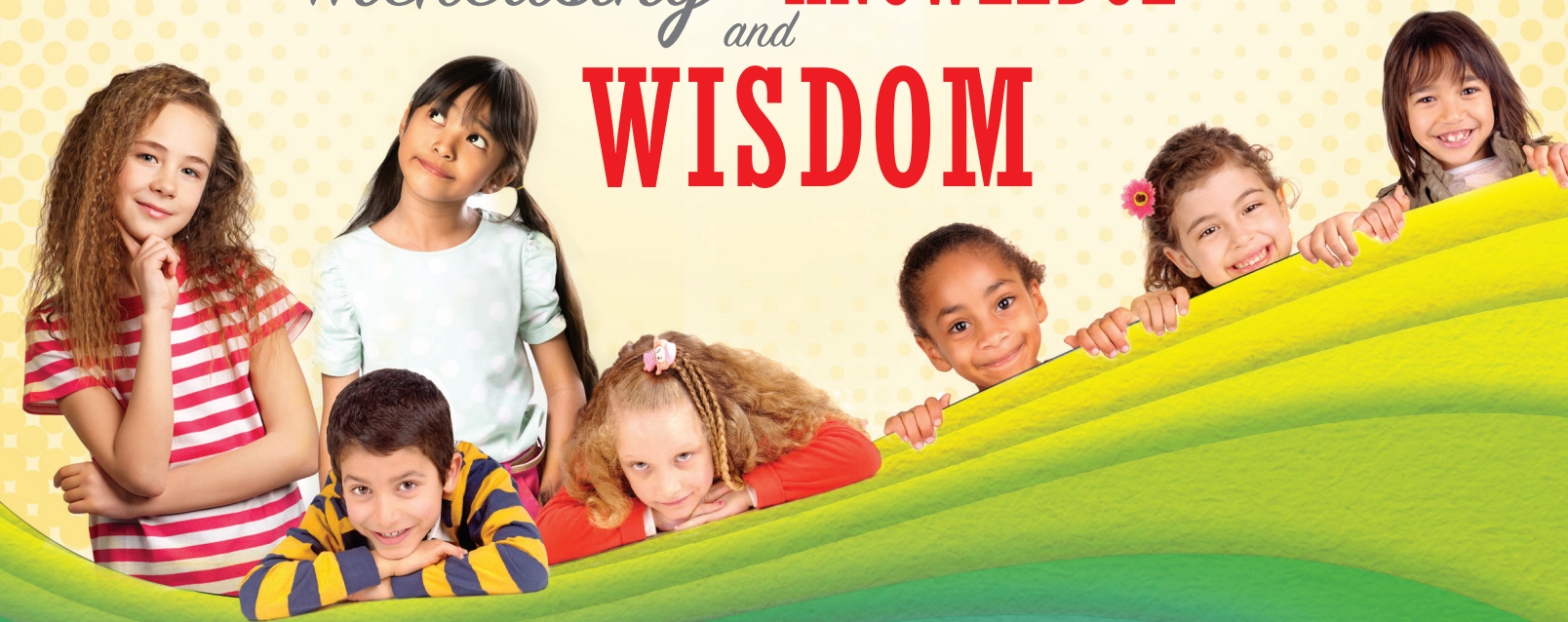


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COALITION ASSOCIATION
Keeping Texas Families Free™

NOVEMBER 2015 | VOLUME 19, ISSUE 4

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REVIEW

FROM THE PRESIDENT | TIM LAMBERT

Have you ever wondered how elected officials who seem honest end up indicted?

When it all began . . .

Back in 1987 the left created what came to be known as the “politics of personal destruction” in an effort to prevent conservative judge Robert Bork from being nominated for the U.S. Supreme Court. This tactic of seeking to destroy the candidate personally was chosen because he was so well qualified it was the only

chance the liberals of the Democratic Party had of defeating his nomination. It was so successful that the term “Borking” was coined as the name for this tactic.

Unfortunately, the tactic has become a mainstay for the left as a way to destroy a political opponent who has been effective at the ballot box and in the public policy process. Another example was Congressman Tom Delay, charged with illegal activity as a result of his political efforts in redistricting in Texas which resulted in the Republican takeover of the Texas House of Representatives.

Democratic prosecutors filed charges against him that, although highly suspect, were used to hound him into resigning his leadership position in the U.S. Congress and eventually his seat itself. It took almost a decade and millions of dollars of legal bills before Delay was acquitted by the Texas Court of Criminal Appeals in a 8-1 ruling, but the liberals accomplished their goal of ending the career of a highly effective conservative leader.

The Tactics Continue

Today the term for this kind of legal harassment is called the “criminalization of politics,” and we recently saw a clear example in the charges filed against former Texas Governor Rick Perry. Felony charges were filed against him because he threatened a veto if an Austin District Attorney convicted of drunk driving did not resign--and then carried through with the veto. Charges were filed last August, and Perry has spent \$2 million dollars on legal expenses. One of the two felony charges has been dismissed, and while the other may be rejected by the courts eventually, their real purpose was to damage Perry's political career and they have certainly done that.

The most recent example of the criminalization of politics is the indictment of Texas Attorney General Ken Paxton. Some of the same players in the Delay and Perry cases are involved, and some legal experts even referred to the case against Paxton as “bizarre.” Since the issue happened before Paxton was Attorney General,

he will have to pay for his own defense; and because he is not a wealthy man, this could have dire personal implications. One lawmaker said that if Paxton were not Attorney General, none of this would be happening. That is in all likelihood true; and as someone has said, this is an embarrassment to the Texas Criminal Justice System. Stories about voters thinking Paxton should resign are exactly what his adversaries wanted.

THSC has for almost three decades used our relationship with the home school community to help elect officials who will use their position and influence to help us defend, protect, and promote home schooling and parental rights. We supported Paxton when he first ran for the Texas House more than a decade ago against establishment candidates, and won. He also home schooled his children at one point. My daughter worked for him for several years, and he has been a staunch ally. The House leadership redistricted his seat which effectively removed him from office, so he ran for the Senate and was elected unopposed. During his time in the Texas Senate, Paxton carried THSC's Senate version of the Tim Tebow Bill, and it passed through the Senate with a large majority of Senators supporting it. Last year, he was one of several conservative statewide candidates whom we supported who won in spite of conventional wisdom that they could not do so.

I say all that to point out that the establishment is trying to destroy him, and it is in the best interest of the home school community to educate our constituency about what is happening. Attorney General Ken Paxton is a man of character, and we hope and pray that justice will be done and that he and his family will not be destroyed in the process.

The left will go to great lengths to make sure that conservative candidates are not elected to the Texas House, Senate, and especially statewide offices. Ultimately the fight is not simply one in favor of or against certain candidates, it is a fight to uphold biblical principles and have conservative voices heard in an environment that seeks to silence dissent. Our response must be to use the God-given resources with which we have been entrusted, to make sure that we are endorsing the best-qualified candidates for Texas families. Join us in prayer as we support Attorney General Paxton and other conservative public servants who are helping to Keep Texas Families Free. You might also want to send Attorney General Paxton a note of encouragement.

FOR FURTHER READING:

<http://tinyurl.com/Politics-Destruction>

<http://tinyurl.com/NationalReview-DeLay>

<http://tinyurl.com/TalkingPoints-Perry>

<http://tinyurl.com/Paxton-Breitbart>

<http://tinyurl.com/MRT-Paxton>

<http://tinyurl.com/EmpowerTexans-Paxton>



A MOM'S *Sentimental Journey*

I look back over our journey with a bittersweet longing for the only identity I now know, and I ask myself: If I had it to do all over again, what have I learned, 17 years and 17 kids later?

Some of you have read my articles on “Beginning the Home School Journey,” and you know I have often been geographically challenged during the trip, both figuratively and physically. As we come to the end (sigh) of our home school “road,” I couldn’t resist one last “travel” analogy! Imagine this crooned by a misty-eyed veteran home school mom, maybe with the help of a few volunteers from the audience doing the *ba ba da ba bum*’s, followed by *Things I’ve learned these past 17 years--what I would do the same and what I would do differently.*

[Fun parody omitted for copyright law purposes; ask me to sing it for you in person sometime!]

We started home schooling because of the academic needs of our four younger daughters. Two of them were in the “gifted and talented” programs at our local public school, feeling quite un-challenged. Another daughter, born with cerebral palsy, had been miraculously healed at the age of two but was doing some catching up; we didn’t want her “labeled.” And we didn’t want our toddler to ever have to attend a public school.

So, not knowing *anyone* else I

could call who taught their kids at home (I had met one mom several years earlier, several states away), I ordered a pre-packaged curriculum from a correspondence course. During the time I awaited its arrival, we did the typical “waffle” thing: *We know this is what the Lord wants us to do. We’re doing the right thing.* Why on earth did we think I could do this? I’ll be “doing school” till 10:00 every night! What have we gotten ourselves into? *This is the right thing for our family. We can do this.* Oh, no! Is it too late to change our minds?

When the box of materials arrived, I sat on the floor and cried.

That was 17 years ago, and we have

not regretted our decision. My last child has now finished her formal home education; I look back over our journey with a bittersweet longing for the only identity I now know, and I ask myself: *If I had it to do all over again, what have I learned, 17 years and 17 kids later?*

1. WE ALL NEED A ROUTINE.

Kids need routine for security. We had a good schedule (I am a compulsive list-maker, and that was a help to me). Our routine included responsibilities, so the children would know they were needed as part of the family unit, part of a ministry team (during this time, we fostered over 30 of our almost 50 “borrowed” children, many of them formally home schooled as part of our family). That routine included daily prayer and character training.

Putting our routine in writing made us accountable and was a reminder to those of us who tend to be a bit forgetful. Having it in writing also helped relieve mom of the duty of being The Bad Guy. And when I started to feel “out of control” of my life, it was usually because I had (a) slacked off in my devotional time, which was a result of (b) getting a little too relaxed in my routine.

Now, this routine was not set in stone; we tried to maintain some flexibility (I think *Flexibility* is every home school mom’s middle name!). But we did rely on a realistic, basic starting point to keep life in perspective and give me some margin.

2. I CAN DO ANYTHING FOR EIGHT WEEKS!

When we first started, we worked with the same schedule as the local schools; it was all I knew. I eventually determined that working eight weeks on, one week off, for most of the year, with four weeks off at Christmas and in

July, worked well for us. This gave me 40 weeks of accountable study, which was four more than our state required, so I had four weeks’ leeway for days off, teacher sanity days, laundry catch-up, family trips, etc.

(It is important to note that we were not enslaved by the calendar or the requirements of our state. I am of the firm belief that ALL our days were learning days, because we did our best to create a “learning lifestyle” environment. However, it was reassuring to me to know that we were above reproach, should the question ever arise from our local superintendent.)

My first year I thought I would be ultra-organized, so I lesson-planned (I use the term loosely!) *the entire year* in August. So what happened when the first child didn’t grasp the math concept as quickly as we’d anticipated? Right—we “got behind” (or we thought we did—maybe you’ve been there, too?). So that threw the whole plan off.

This panic taught me to have an overall goal of what I wanted us to cover each year, but to divide that up and put it in writing only eight weeks at a time. After all, I can do *anything* for eight weeks! At the end of the eight weeks, I would evaluate our progress, and during the week off would write down the plan for the next eight weeks.

One week off was long enough for the girls (and me!) to get a short break, or to catch up, if they’d lagged a bit. The one month off in December and in July gave them time for an extended break or project, but not enough time to forget what they had learned or to get bored.

3. IT IS NOT MY JOB TO TEACH THEM EVERYTHING. IT IS MY JOB TO TEACH THEM HOW TO LEARN.

There were times that even my overachiever had to remind me that I was expecting too much! I learned that

they will inevitably have some gaps in their education—regardless of where they are educated; I just had to be selective about what gaps I was willing to leave, understanding that their education would not end at the age of 18.

I did my best to teach them the skills they needed to think for themselves, to evaluate what they read and heard, to think through processes. I prayed for revelation of their learning styles and their giftings so they could learn about God’s world from His perspective, to figure out how they fit into His plan for their lives so they could minister to others in a way that would bring glory to Him.

4. I WOULD HAVE BACKED OFF THE TEXT-BOOKS IN THE EARLY YEARS.

If I could do kindergarten over again, I’d use something like *Five in a Row*, or I’d just cuddle my babies and do fun stuff, enjoying nature and words and music and stories together. I thought I had to cram all this in them; I didn’t. (How many of us learned everything we know in the first 18 years?) Where were Clay and Sally Clarkson when I started? *Educating the WholeHearted Child* would have been required reading if it had been published. I also highly recommend Ruth Beechick’s writings to my beginner home schooling friends.

Our pride whispers that they need to be awesomely knowledgeable when they leave home. The Lord says they need to love Him and know Him and follow Him (see II Peter 1:5 and/or Inge Cannon’s expansion of this topic at www.eduplus.com). Now, don’t leave here thinking that Vicki says academics aren’t important! Of course, I advocate academic excellence, just not at the expense of relationships or character.

I would have tried to figure out *their* bents earlier. Back in the “olden

days,” before cookie-cutter assembly lines of dowel rods with feathers, arrows were made by whittling tree branches into some semblance of straightness, adding feathers here and weights there to compensate for the bent, so eight totally different arrows shot from the same distance at the same target could hit the same mark. We had eight totally different “arrows” in our quiver, and we needed to know which way they were each “bent” so we would know which adjustments needed to be made, what needed to be whittled away, what weights needed to be added here and there to help them hit “the mark” of God’s plan.

5. I WOULD HAVE ENJOYED MY KIDS EARLIER.

The Greek model of education is all about knowledge; the Hebrew model is all about relationships. (Read Robin Sampson in *What Your Child Needs to Know When or Heart of Wisdom Teaching Approach*.) I was halfway into this home school journey when I realized I had no joy. The Lord directed me to Psalm 113:9 and showed me that making me a joyful mother of children ranked right up there with seating the poor with princes.

I purposed to not take life so personally, to laugh more, smile more, love my babies more, and cherish my family. I wanted them to remember their childhoods as joyful, contented times with a mom who treasured them, not think back woefully to the stressed mother of their youth.

6. JUST SAY YES.

We seem to have bought into the Just Say No mentality: *No, you may not have dessert because you didn't eat your supper. No, you may not play with your friend because you didn't finish your chores.*

I realized that I could turn those Nos into Yeses and turn the responsibility into a positive thing for my kids. *Yes, you may have dessert as soon as you finish your healthy food. Yes, you may play with her after you finish your morning jobs.*

I was not The Bad Guy anymore. After all, I was giving them permission to do what they had asked (if it was truly an acceptable option); the responsibility was now in their laps. If they did not get dessert, whose choice had that been? And whose “fault” was it now if they didn’t finish their chores and get to play? Aha! The concept of *personal responsibility*!



7. I WISH I HAD TAKEN THEM MORE PLACES.

Not necessarily more of the structured, guided “school field trips,” but the family experiences. We didn’t have the funds to do much, but the trips are what they tend to remember. I hope the younger ones didn’t feel “ripped off” because by the time the older ones were older, we didn’t “go” as much. These didn’t have to be big-ticket items, just the pack-a-picnic outings to the monuments or the museums or the potato chip factory.

8. WE GAVE THEM OPPORTUNITIES TO MAKE WISE CHOICES, OR LEARN FROM THE NOT-SO-WISE ONES.

We gave them input into their course choices, their extracurricular activities, their chores, their spending, and more, as their maturity levels allowed (this was gradual, of course). Our goal was for them to have ownership of their circumstances, to realize that we all have choices, and we need to make them wisely. We let them bear the consequences of their actions. You can lead a horse to water, but you can’t make him drink (but you sure can salt his oats!).

9. IT’S NOT MY JOB TO CHANGE THEM. IT’S MY JOB TO BE AN EXAMPLE, A ROLE MODEL.

I needed to model a Christ-like attitude (and I often failed miserably!). But they needed to see a woman who could admit her failings, humble herself to ask forgiveness, and do her best to rely on God to honor her Lord and her family in the future. I needed to stay on my knees and in the Word. I prayed along with Jesus, in John 17, for my children, just as He did for his disciples.

When my daughters are 25, nobody will remember their SAT scores or their GPAs or even know what their degrees are in (or if they have them). But they will know their character. They will know if my girls are dependable, compassionate, honest, diligent, trustworthy, and cheerful. My daughters would not learn those things because I nagged them to change, but because their parents endeavored to exemplify those Christ-like characteristics, and in their human failings, repented and tried again to live what they taught.



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10. THIS WAS JUST ONE SEASON OF MY LIFE.

It seemed that I would always have little children. After all, the odds were pretty good: I had 50 of them! At one point I had six kids under the age of nine, and at another point I had seven teenage girls (and a newborn!).

If you are here: This really *is* just a season. There is, as we read in Ecclesias-

tes, a time and a season for everything. This season *will* pass. Enjoy it! Invest in your babies, and your toddlers, and your young people. Regardless of what you “were” in the previous season of your life, this is, in the words of the arachnid Charlotte, your “magnificent opus.” Shoot those arrows toward the mark, doing your best to work with their bent, and trust God to help take out the wobble. We need not fret.

We all make lots of mistakes. We don’t get to have these kids when we’re older and wiser--we usually get them when we’re still young and inexperienced--so we *have* to rely on God. Pray for the Lord to give you His vision for your family. Then trust Him to guide you day by day in the path that is right for *your* family.



Vicki Bentley, the mother of eight daughters, foster mom of over 50 since 1985, and grandma to 14 wonderful grandbabies (so far) has home schooled 17 children over the last 20 years, with the strong undergirding of her husband Jim. She served for 14 years as leader of her local support group of over 250 families, and has written *Home Education 101: A Mentoring Program for New Home schoolers*, as well as other materials to help families. She has served on the executive board of the Home Educators Association of Virginia and has addressed state and national conventions, university teacher organizations, and many mothers’ groups. She currently coordinates HSLDA’s Early Years program (www.hslda.org). Vicki has a heart for moms, with strong practical wisdom and encouraging words. www.everydayhomemaking.com www.HomeEducation101.com

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SCIENCE

IN SEARCH OF THE *perfect* CURRICULUM

Premise: If the right curriculum can be found, it will perform the magic--the abracadabra--to transform a student from ignorant to educated all by itself.

By Diana Waring

As an experienced home school mom, speaker and curriculum writer, I've noticed that many believe this and seek earnestly for the genie, or the wand, or the catalog. And, lest you think I'm loftily looking down my nose, let me add that I was one of them. In the early days of home schooling, I was convinced that there truly existed a perfect curriculum, and spent years on a quest--like those in search of the Holy Grail--to find it.

Most of us who invested way too much time and money on this zealous mission have found by now that there is no fantastic carpet ride--only increasing disappointment, discouragement, and often the end of home schooling altogether. We wonder why all of our attempts end in defeat, in our children showing distaste and disgust at the results of our valiant effort to find the perfect curriculum. Convinced that it's the curriculum that accomplishes the difficult feat of teaching, we continue to crawl toward the increasingly remote goal of enthusiastic, passionate, well-educated children. We end up calling the goal a fantasy when the mirage is too elusive.

What's wrong with this picture? Maybe an answer will emerge from the following story.

Many years ago, my daughter, Melody, began violin lessons with a retired college professor. His first comment, as she unpacked her violin, was, "Melody, I can't teach you to play violin." As he said this, I startled in shock, since he had already auditioned and accepted Melody into his studio, and was charging a very significant fee. However, he quickly followed up this

comment with, "But I can help you learn."

I startled again, this time as my educational world leaped suddenly into focus. In that moment the perspective swung from the teacher and the books to the participation of the student. A good teacher is important, just like a good curriculum. However, the real magic of learning--the true *abracadabra*--is only revealed *as the student engages the material*: practices it, plays with it, dissects it, considers it, creatively reconfigures it, questions it, teaches it, and makes it his or her own.

Perhaps we can alter the original premise and find a true, attainable quest: *A good curriculum will offer opportunities for students to dive into oceans of learning, will allow students to find interesting issues to pursue, will encourage their growth and understanding, and cause students to do the work of learning.*

If this makes sense, then let us consider some ways in which we can evaluate our curriculum choices, realizing that though it will not "educate" our students for us, it is, nevertheless, a good assistant in this process.

Consideration #1

Does this curriculum encourage students to think about what is being said, to consider and ask their own questions, or does it simply require that students memorize and regurgitate answers in the mind-numbing mold of "Polly wants a cracker"?

I remember my high school experience as a second-year algebra student. Though I excelled in the class, successfully memorizing all of the theorems for the frequent math tests, they

never gave me a clue that algebra is something people can and actually do use in real life. We were never taught to ask, "How does this work beyond the pages of my textbook?" Actually, we were never taught any more than to do the pages in sequence, take the tests, and get the grade. It wasn't until I was 38 years old that I discovered algebra had a reason for existing beyond the confines of a textbook. And, to tell you the truth, I was both chagrined and surprised that no one had bothered to explain that during any of those months of algebra.

And language arts: name the noun; name the verb; write the sentence. No! Why not BE the noun; DO the verb; go outside and collect nouns and make them do stuff; cause them to obey whatever the prepositions demand of them. Keep going until the questions start--"What about this?" "Is this right?" "Can we say it this way?"

Consideration #2

Does this curriculum offer students the freedom to make individual choices based on their interests, or does it demand that everyone march in lockstep through each page?

I can concede that math would mostly be sequential, but as a historian I have often pondered the arrogance of requiring all students to know the importance of the Napoleonic wars, for example, while dismissing the comparative importance of learning about Beethoven, Robert Fulton, or Louis Braille. These men all lived during this same era, and each significantly impacted the world. Who decided that it

is more important to know geo-political history than musical, scientific, or blind-education history, to the point of excluding them from the history books? Why should we *require* students to know the impact of the battle of Waterloo, while restricting from them the significance of Beethoven's Ninth Symphony, Fulton's affect on transportation and commerce, or the earth-shaking technology that opened the written word to those who could not see?

Rather than a forced march with a whip-cracking overseer through selected facts, why not give a basic understanding of an era of history, introduce students to the many fascinating people of the time, and then set them free to dig more deeply into those people and events most compelling to them?

Consideration #3

Does this curriculum encourage active, hands-on, creative participation on the part of the students, or does it allow them to sit passively through the lessons as long as they can answer a certain percentage of the test questions correctly?

How would you define the difference between being a player on the field and a spectator in the stands? That is exactly the difference between being actively engaged in the world of learning and passively sitting by. When you are a player, you exert energy, get sweaty from the effort, and feel a tremendous sense of accomplishment when the game is over. When you are merely a spectator, you expend the minimum amount of energy, try to avoid discomfort, and find satisfaction mainly through the game's entertainment value. When it comes to students' education, if they move beyond the spectator position to becoming actively involved on the field of learning, they will find an entirely different, thorough-going, and enjoyable experience.

How on earth can a curriculum help draw a student into this kind of

active participation? Great question! Though

there are probably as many answers as there are unique and individual students, there are certain characteristics in curriculum that will either assist or hinder reaching this goal of engagement.

Foundational to this is the "Wow! factor"--that elusive element that makes the student sit up and take notice. It may be the subject area (some students relish science, while others gobble up literature), it may be the approach (telling weird and unusual facts about bacteria in a biology book), or it may be something as simple as the fact that their best friend LOVES this curriculum.

Secondly, look for what opportunities are offered to interact with the material in creative, hands-on ways. (You can always add this in to an otherwise passable curriculum, though it takes more time and effort.) For instance, see if there are possibilities for creating a board game out of what is being learned; building a Lego® replica of the architecture of a particular geographic site; making a Play-Doh® display of a particular chemical element; doing a theatrical presentation of a piece of literature; and so on. Though, admittedly, it *does* take more time to be a player than a spectator, learn to recognize the overlapping learning experiences and note the lessons that will not need to be repeated. For instance, when a history search becomes a literature or writing project; when a science presentation becomes an art project; when art becomes history; when chores become mentoring; and when a math test becomes a prayer time.

So, rather than seek fruitlessly for the *perfect* curriculum, focus your search for a curriculum that will warmly invite your students into their own learning experience. Unlike the quest for the Holy Grail, the pursuit has a high level of rewards and daily value!



A pioneer in home schooling, Diana Waring cares about how and what people learn. Not only is she an international speaker (Four continents and counting!), she is the author of the Experience History Through Music series and the History Revealed curriculum series. Follow her witty and practical blog at dianawaring.com/blog, check out her fastpaced, God-honoring, sit-on-the-edge-of-your-seat-in-suspense world history products at dianawaring.com, and discover America's fascinating history as seen through folk music at historythroughmusic.com. Learning has NEVER been this fun!



10 timeless truths

ABOUT HOME SCHOOLING | PART 1

By Lori Hatcher

In the late 80s, my friend Zan Tyler and her family had an emergency action plan in case she was arrested. A pioneer in the home schooling movement in South Carolina, Zan faced multiple threats of incarceration because she chose to educate her children at home in a state with no home schooling law.

By the time my family chose to home educate in the mid-90s, her advocacy had birthed legislation that offered not one but three options for legal home schooling. Now, almost 20 years later, home schooling is viewed as a viable, respected educational alternative and is enjoying a season of quiet favor.

Regardless of the changing faces of home schooling in America, there remain timeless truths. I'd like to share 10 of them with you, four in this issue, and six in the next.

1 You will never feel adequate as a home schooling parent.

No amount of education, preparation, or prayer will fully prepare you for the home schooling adventure. I vividly remember the day my husband and I brought our daughter home from the hospital. I had babysat a handful of times, and my husband had helped care for his infant nephew, but aside from that, we were ignorant about parent-

ing. Although we had read every book we could get our hands on, talked with veteran parents, and prayed every day, we knew we were grossly unprepared for the task that stretched before us.

God was gracious to put wise counselors, engaged grandparents, and helpful friends in our lives. Every new stage of life brought different challenges, and there were many nights I lay awake worrying, thinking, and praying. I've never felt adequate as a parent, but by God's good mercy, both daughters have successfully made it to adulthood.

Home schooling is very similar.

When people say to me, "I could never home school," I ask them who taught their children to walk, talk, eat with a spoon, and count to 10.

"Well, I did," they say.

"Then you can home school."

While education is important, successful home schooling is less about what a home schooling parent knows and more about what she's willing to do. Are you willing to be your child's advocate? Are you willing to do what it takes to help him reach his full potential? Are you willing to ask, seek, and knock on his behalf?

Years of studies by the Home School Legal Defense Association have consistently shown that the education level of a parent has virtually no effect on his or her children's academic performance. What makes home schooling parents successful, regardless of their education level, is their level

of commitment. If parents decide to home school, they need to be willing to do whatever it takes to help their children succeed.

2 There will be really good days and really bad days.

During the good days you'll feel like the best mother in the world. When your son aces his math test, your daughter shows compassion to her little sister, and everyone finishes assignments in a timely manner without grumbling or complaining, you will be convinced that home schooling is heaven on earth.

During the bad days, you'll feel like the worst mother in the world. When your son has amnesia and has forgotten all the times tables he memorized last week, your daughter's sole purpose in life seems to be to make her little sister cry, and you've erased and revised your lesson plans so much you've worn holes in the paper, you'll be Googling the number for the nearest public school. Or preparing to turn yourself in to DSS. Or deciding whether your wardrobe is adequate for your transition back into the workforce. You'll be convinced that home schooling is the new Purgatory, and there's no one topside to pray you out.

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“ Regardless of the changing faces of home schooling in America, there remain timeless truths. ”

bad days, weeks, and months aren't exclusive to home schooling. They occur in every educational option. Before you jump ship, realize that each educational model has its own unique struggles. Another vessel sailing on a universally stormy sea will still rock, pitch, and take on water. Hang on and start bailing.

I'm thankful God balances the good with the bad. The good days remind us of everything we love about home schooling. They carry us through the rough patches and give us glimmers of hope. And no matter how bad the bad days are, they don't last forever. Sometimes the simple passage of time smooths out some of the wrinkles. Other times, intellectual development, physical growth, or spiritual maturity can make one school year significantly better than another. If we seek God daily, we and our children can grow and mature during these difficult seasons.

3 You'll learn way more than your kids.

When I began to home school, I assumed elementary, middle, and high school would be one big review. I knew I'd probably need to refresh my memory when we got to algebra because it was never my best subject, but the rest would be reruns. After all, I had graduated fourth in my high school class. I had graduated from college with a science degree. Elementary, middle, and high school level classes? Been there, done that.

Once we began, however, I was delightfully surprised. Instead of

spending years of reviewing facts and information I already knew, I found myself learning alongside my children. It was intellectually stimulating. I was shocked at how much I had forgotten (or never learned). Subjects like geography and social studies, which I had considered boring during my own education, were now fascinating because I had more life experience. Studying the Philippines was relevant because we had missionary friends who were serving there. Learning facts about Middle Eastern culture was dynamic because of current world events.

I'd always enjoyed literature, but because we had chosen a curriculum with a Christian worldview, we were reading books I'd never read before—titles like *The Chronicles of Narnia*, *Don't Check Your Brains at the Door*, and *Carry on Mr. Bowditch*. I remember sleeping through my fifth grade teacher's attempt to read *Johnny Tremain* aloud, but when I read it to my children, it became one of my favorite books.

Best of all, I got to review the subject I loved most—English. Tackling middle and high school level courses with adult-level intelligence made the assignments engaging and fun. I'd often do my daughters' poetry and creative writing exercises with them. This resurrected my long-buried love of writing, and I began penning articles for our home school newsletter. The articles found their way into a local magazine, which opened the door to contribute to print and online magazines like the *Texas Home School Coalition Review*. Ultimately, my words of encouragement caught the eye of a publisher, and my devotional *Joy in*

the Journey--Encouragement for Home schooling Moms was published. I will never again underestimate the personal value of educating our children at home.

4 You'll go places you never dreamed you would go.

When I was growing up, our family took the usual trips and vacations—to the amusement park, the beach, and to visit relatives. We had one goal—to have fun. When my children were growing up, because we were home schooling, we had two goals for our trips—fun and education. Contrary to what I thought as a child, these goals were not mutually exclusive. Through home schooling, we discovered that the educational trips were the most fun.

Looking back over 17-plus years of home schooling, I can't begin to recount all the exciting, one-of-a-kind experiences we had. Traveling to Washington, DC, and touring the White House; taking a family mission trip to Cabo San Lucas, Mexico; visiting Historic Williamsburg; exploring Rocky Mountain National Park; flying in a Cessna over our city; touring a gold mine; learning to “crab” from a dock on Hunting Island; watching baby Loggerhead turtles excavated from a nest and released to the sea; camping; touring courtrooms, jails, nature centers, historical sites, rock quarries, doughnut shops, forests, and farms; and walking on the beach, in the mountains, the cities, and little towns were just a few of our adventures.

I could go on and on. These experiences span almost two decades. Would we have had these adventures if we hadn't home schooled? Maybe, but I don't think so. I think we would have been so caught up in the traditional system of *doing school* that we wouldn't have been free to *do school* as only home schoolers can.

The climate of home schooling is continually changing, but these timeless truths remain: your inadequacy as a parent, your good and bad days, the

unexpected learning you'll experience, and the amazing places in which you'll find yourself.

Keeping these in mind can help you take a long view of the home schooling process and give you the ability to stay the course. In the next issue of *THSC Review*, I look forward to sharing six more timeless truths to inspire and encourage you. May God richly bless you as you continue your home schooling year.



Lori Hatcher is a 17-year home schooling veteran and the author of *Joy in the Journey Encouragement for Homeschooling Moms* and the five minute devotional book, *Hungry for God; Starving for Time* (www.LoriHatcher.com).

A women's ministry speaker, she enjoys walks with her dog, chocolate covered almonds, and sunshine. She and her husband live in Columbia, South Carolina.

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TO THE CROSSWORD ON PAGE 43

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10: PILGRIMS
12: STUFFING
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WHAT TEENS LEARN FROM THEIR JOB

By Lea Ann Garfias

I was not allowed to work when I was a teen. Though I was home schooled, academics and music practicing were my job, and I worked those full time. While I appreciate the solid foundation my parents gave me, I wanted to add something more for my own teens. So I told them to get a job.

Actually, they were already working. Those early, lean years as a ministry family scraping by in a small, drafty East Coast parsonage taught us not only frugality, but the absurdity of an allowance. “You live here, you work here” was not just a saying, but a way of life. Once a child asked if he could have an allowance, and I replied, “Of course! You are allowed to continue eating and sleeping here. Go finish your chores.”

Consequently, my children became creative at finding odd jobs for any amount of money--a dollar for walking the dog, a five for shoveling snow. And we weren't completely heartless during times of extra work. When I was working over 40 hours while home schooling one trying year, my husband paid my daughter two dollars a day to cook dinner. She thought she had hit the jackpot--food and spending money!

Odd jobs around the house and neighborhood led to bigger opportunities. Soon they had regular work dog sitting, mowing, and visiting shut-ins. My preteen boys accompanied a neighbor to work in his wrapping paper warehouse. My oldest earned his referee license so he could officiate soccer games for the city.

By high school, we realized how important a part-time job is for our teens. There are many lessons they are learning at work that, believe it or not,

we simply can't teach them at home. These experiences on the job are a different yet critical part of their education for real life--lessons I could not teach them alone. Lessons they need.

THEY ARE LEARNING HOW TO BALANCE WORK AND STUDIES.

For the next decade of their lives, my teens will have the challenge of balancing the need to study hard with the need to provide for their needs. Paying their college bills, filling their gas tanks, and buying new clothes aren't any easier now than they were when we were young.

“These experiences on the job are a different yet critical part of their education for real life--lessons I could not teach them alone.”

I'm thankful they can practice these time management skills while they are still home. They have Mom and Dad nearby to remind them of that upcoming test, doctor's appointment, and family commitment. It's a good safety net for the first few years before they are on their own at college.

THEY ARE LEARNING THE VALUE OF A PAYCHECK.

Young children and even teens cannot comprehend the enormity of financial responsibility. That part of the brain isn't grown up and may not be for a few more years. In the meantime, lessons in stewardship help prepare

for maturity. As our teens take on the responsibility of paying a phone bill, auto insurance, and for activities with friends, they see what a chunk their expenditures take out of their meager salary. It's a lesson they can only learn by going broke a few times--and not getting a bailout.

THEY ARE LEARNING HOW TO GET ALONG WITH DIFFERENT PERSONALITIES.

It may be hard to live 24-7 with one's annoying little brother, but that's nothing compared to an obnoxious or demanding coworker. Working outside the home exposes our teens to different people and helps them practice their conflict resolution skills on someone with a different last name.

THEY LEARN THE VALUE OF THEIR REPUTATION.

In their short careers, all three of my teens have received job offers based on the recommendations of previous employers. At the same time, they have watched coworkers be dismissed and applicants be denied based on character. It's one thing to hear mom harp about how important one's character is, but it is another to see the value an employer places on work ethic, honesty, and loyalty.

Having a working teen isn't easy--I know! It can become a circus juggling



top of sports, music, ministry, and volunteering. I've found some simple strategies, though, that make home schooling with a job a success for our family.

SET CLEAR EXPECTATIONS.

It helps everyone to agree up front on the guidelines before time and tempers wear thin. At the beginning, my husband and I set definitive guidelines for school work, hours of availability, communication, and finances. This helps keep the confusion and surprises to a minimum.

These expectations need to be enforced too. When a teen fails to finish studies, complete chores, or achieve a minimum grade in a class, there should be an appropriate penalty. This is an important part of the safety net situation of working while home schooling--allowing the student to learn from his mistakes in a safe environment. Depending on the situation, our teens may lose electronics or be grounded from entertainment and

friends (known in our house as no fun or happiness of any kind) until the responsibilities are all caught up. It is understood that working is a privilege but studies are a must, so no one wants to see the job resigned because schoolwork suffered.

KEEP SCHOOLWORK

FIRST.

As long as they are in high school, studies and practicing are still Job One. I set "school hours" for my working teens as well as deadlines for weekly (not daily) assignments and tests. This gives them the flexibility they need to work, attend home and online classes, study, and practice their sports and music at their own pace. Since one of the big advantages of working as a home schooler is the time flexibility, it takes more vigilance on my part to make sure my teen still has the time he needs to attend his studies.

LET THE TEEN COMMUNICATE EXCLUSIVELY WITH THE BOSS.

Other than stopping by to introduce ourselves to the employer, my husband and I have not been involved in our teens' work life. Even if we need to drive a teen to the job site, we stay in the van for the application process and interview so he can stand on his own two feet. Once the job is secured, we trust our teens to maintain communication with their boss for schedul-

ing and responsibilities. This helps the teen realize his personal responsibility for the employer/employee relationship and his own reputation. It also helps the employer respect the home schooled teen as the mature, responsible worker he is.

GIVE THE TEEN RESPONSIBILITY FOR HIS OWN BILLS.

Once they start earning a regular paycheck, we allow our teens the privilege of paying some of their own expenses. This includes auto insurance, gas money, phone bill, tech purchases, and other miscellaneous entertainment expenses. It is a privilege because paying for their own allows the teens to make choices for their purchases and to budget, while helping them learn how to manage their money gradually.

Not all teens are prepared for the responsibility of working while completing high school. Parents and students need to consider how much time academics take, the teen's grades, transportation availability, and personal responsibility. It takes a level of maturity to work during high school, though the experience helps a teen gain more maturity as well.

Working teens should know the opportunity is a privilege, not a requirement. Few home school teens must work to support themselves or their family; the chance to earn wages while parents are providing for their needs is a tremendous learning opportunity not all students enjoy. But for the working home school teen, there is much to learn on the job.

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Lea Ann Garfias is a freelance writer whose words have appeared in a plethora of ebooks, magazines, and websites. She would not say plethora if she did not mean plethora. A home school grad and home schooling mom of

four, Lea Ann drinks a lot of coffee, reads a lot of books, and plays a lot of Bach in Dallas, Texas. Connect with her at lagarfias.com.

WHY WE HOME SCHOOLED THROUGH *high school*

By Lyndsey Lambert

Many home schooling parents bow to the pressure to send their teens to public schools. Some are concerned that they cannot teach their kids at that level of education. They want their children to be able to get into college and succeed. Some want their kids to be able to participate in sports, the prom, or a plethora of other activities that go on in the schools. They're afraid their children will miss out or that they will be different.

We began teaching our children when our firstborn was in second grade. We taught all four of them all the way through high school and graduated them from our home school. I would like to share with you some of the reasons we chose to do so and some of the blessings that were the results of that decision.

WHAT ABOUT SOCIALIZATION?

One of the reasons we began to home school was because of socialization. We were concerned about the effects of peer pressure on our children. We wanted to be involved in their choosing of friends, instead of being subject to the

"luck of the draw."

Where is peer pressure the worst? We think it is in high school. There are more things to draw away a child, more temptations, and more freedom. When a young person has a driver license, a whole other world of options opens up before him or her.

Some say that by that time, young people should be able to stand up to the peer pressure; they should be able to "just say 'no.'" Well, maybe. I have had times in my life as an adult that my behavior has been influenced by other adults. If that's the case, how can I be sure a teenager is going to be strong enough to stand alone?

CURRICULA CHOICES

We were not willing to turn over the choice of what our children were going to be taught to others, especially others with whom we disagreed about what is important. We wanted to teach our children our world view, what we believe is the correct way to view the world, from a Christian perspective.

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SOME EXAMPLES OF THOSE ARE:

- ***Sex Education:*** We were not willing for our children to start into humanistic sex education classes in elementary school, or those that taught teens that the only concern with promiscuous sex was protection from pregnancy and disease.
- ***Creationism vs. Evolution:*** That God created the world is a basic tenet of our faith. The public schools were not going to support that belief but often try to tear it down.
- ***History, Geography, and Political Science vs. Social Studies*** (can include sociology, economics, religious studies, psychology, anthropology, and civics): We were able to teach these subjects from a Christian philosophy. For example, home schooling gave us the opportunity to teach that history is HIS story.

SAFETY ISSUES

- ***Physical:*** It doesn't make sense to me that the states require compulsory attendance in schools, yet they are not held liable for the safety of the children they are requiring to attend. I think we are all aware of the many shootings in recent history of young people in schools, regardless of metal detectors and security guards now visible on most campuses.
- ***Emotional:*** According to the American Academy of Child and Adolescent Psychiatry, close to half of all children will experience school bullying at some point while they are at primary or secondary school. At least 10 percent of children are bullied regularly. (See www.bullyingstatistics.org.)
- ***Spiritual:*** Prayer and the Ten Commandments were removed from public schools in the 1960s by the Supreme Court. Schools are now often hostile environments for anyone who professes to be a Christian.

*We wanted to teach our children
our world view, what we believe is
the correct way to view the world,
from a Christian perspective.*

CONTINUED FROM PAGE 20

Years ago a friend told me that she was thinking about putting her kindergartner into the nearby public school because that is where he wanted to go. In response I asked her if she allowed this son to play in the street, to which she responded emphatically that she did not! I then asked her why she thought that her son, at five years old, was wise enough to make the decision about where he went to school, which could possibly do him as much harm as playing in the street.

Later I thought about applying that same logic to home schooling through high school. I see teens often playing football in the street, but they stay safe because they watch for cars and get out of the way. Would it be safe to let teens make that decision about school? I believe that it would be like letting a blind and deaf teenager play in the street. Teens are not mature enough to process the information and deal with it wisely any more than a blind and deaf teen can receive danger signals in the street and process them safely.

Teens are more susceptible to outside influences. There are more freedoms and opportunities for making mistakes that can affect the rest of their lives, and yet they are still children without the life experience and wisdom to avoid the pitfalls.

In short, I would say that the reasons we home schooled through high school, by and large, were the same as those for home schooling in the earlier years, only magnified many times over!



Lyndsay, a graduate of Texas Tech University, home schooled her four now-grown children for 16 years. She has assisted Tim, her husband of more than 40 years, in serving the home school community, first in helping to start and lead their local support group and then, from 1990 to 2013, in running the Texas Home School Coalition, the statewide organization committed to serving and protecting Texas home schoolers. She "retired" in

2013 to have more time to be a grandmother to her five grandchildren and to be the "older woman" that she believes God has called her to be. Her thoughts can be accessed through her blog, From an Older Woman at <http://fromanolderwoman.com/>.

WE SAW MANY POSITIVE OUTCOMES
FROM HOLDING OUR GROUND AND
CONTINUING TO HOME SCHOOL OUR
CHILDREN THROUGH THE HIGH SCHOOL
YEARS, SUCH AS:

Continued Parental Influence

- More time with student
- Parents' input and control over peer influences
- Parental oversight in courtship or dating easier
- Parental guidance on morality and ethics as student is challenged more in these areas
- Parental guidance through one of the most trying periods of life
- Parental guidance concerning respect for authority

Positive Relationships

- Strong positive relationships with parents
- More time with siblings and opportunity to know them better
- Opportunity to learn teaching skills and share a passion for learning by helping younger siblings with their studies
- Ability to choose friends going same direction, rather than have negative influences of whole culture

Flexibility

- Flexibility for early career opportunities
- Ability to work at own pace (could school through summers and potentially graduate early)
- Ability to focus on subjects of interest in high school
- Flexible schedule (If there are special things to do [trips, jobs, events, etc.], one can schedule school around them.)

Self Confidence

- Learn how to learn and to think for oneself
- Freedom to be yourself, without the pressure to conform
- Gain confidence in interacting with people who are not peers



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CONVERT TO... PENS

By Andrew Pudewa

“First draft in pencil, final copy in pen,” were the traditional instructions of our grade school teachers. However, when we observe children using pencils during writing classes, it is occasionally humorous (at best) but mostly frustrating for several reasons.

One bewildering phenomenon is the amazing amount of time spent on erasing; careful observation will show that it actually takes the average child longer to erase a complete sentence than to write one. Inevitably, we will notice the child’s continuous need to sharpen, sharpen, and sharpen that pencil down to a stub. To an inexperienced observer, this may seem like an excuse to get out of the chair (possible, but not likely) or a way to momentarily escape the purgatory of the mostly blank page (more probable, but still not the core reason). Finally, we wonder, why does the child complain of “tired hand syndrome” so consistently? Although not quite as obvious, this too may simply be another of the many pernicious problems that pencils promote. Is there a simple solution?

During Excellence in Writing student classes, we have a very strange rule: NO ERASING ALLOWED. Shocking to some and bewildering to others, this odd discipline, once accepted, has a remarkably liberating effect. When erasing is illegal (and first time perfection is never expected), neatness is no longer a burden. Messiness is okay. Thinking about how the words sound and not obsessing about how the paper looks, children are able to experiment with vocabulary freely. A change is only a strike mark away, and with a double spaced paper, there’s plenty of room to work. Sometimes, the real neatniks will have a hard time with this, hoping to get it perfect the

first time. This is just lazy. Nobody gets it perfect the first time. A final or typed copy must be the norm. Clearly, when children are freed from the necessity of being continuously careful and neat, their brains are freed up to think more about English composition, which is putting ideas into words and words into sentences in a correct and logical order. And by just quickly crossing out what they do not want, they have more time to find and refine what they do

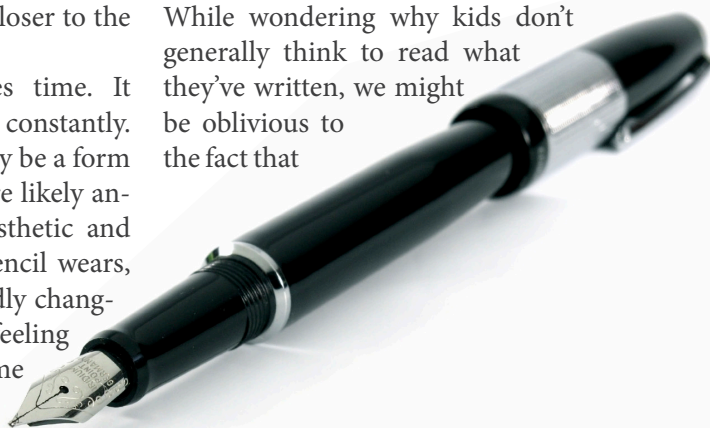
Clearly, when children are freed from the necessity of being continuously careful and neat, their brains are freed up to think more about English composition, which is putting ideas into words and words into sentences in a correct and logical order.

want--something particularly important when using a stylistic techniques checklist. Try the NO ERASING ALLOWED rule in your home or classroom, and move one step closer to the true way.

Sharpening also takes time. It eats the pencils. Kids do it constantly. Why? Although often it may be a form of procrastination, the more likely answer has to do with kinesthetic and tactile consistency. As a pencil wears, the drag on the paper rapidly changes. This is a disconcerting feeling to children, and even to some

adults, demanding a sophisticated adjustment of pressure and speed. For a young child, this may require additional brain activity which distracts him from the real task at hand, English composition. Additional variables such as desk surface and stack thickness can exacerbate the inconsistencies of pencil points on paper. A good quality pen has no such changeable nature. The tip is consistent; the ink flow is steady. Believing that problems of habitual sharpening can be easily solved with the use of mechanical pencils, some teachers and parents accept this more sophisticated form of heresy. However, one final, convincing apologetic thrust remains:

“My hand is tired!” How often we have heard the whine. Another excuse? Perhaps, but when pens replace pencils, the tired hand syndrome gradually fades, as the bold black or blue ink lines replace the weak gray of the traditional wood or mechanical #2. Young children, especially those with immature visual pathways, crave clear contrast on their paper. It’s easier to see. While wondering why kids don’t generally think to read what they’ve written, we might be oblivious to the fact that



it's just hard to look at. In their need to see contrast while using a pencil, the young students press hard on the paper. Although the lead may break, at least the line is darker. Sharpening (or clicking more lead down) doesn't really help. Only pressure makes a difference. Why then should we be surprised at complaints of cramps, and moans about tired finger muscles? The children are only doing what they need to do to overcome the added handicap that the use of a pencil imposes upon them.

By now the conclusion should be obvious. Erasing is a phenomenal waste

of time because there should not be any such thing as a first and only draft of any composition. Check the original manuscript of any well-known author and you will find a mess of changes, additions, and deletions. Students must be free to think about what words to choose and how to best put them into sentences, not the shape of the letters or the look of the page. Using pens for composition, children will not only escape the temptation to erase, they will be liberated from the compelling need to sharpen, while the dark ink on white will provide the much needed visual contrast that the carbon-gray

pencil does not provide. High quality, roller tip dark ink pens will solve many problems. Relegate pencils—whether traditional or mechanical—to the worlds of art and arithmetic where they belong, but don't let them invade the hallowed halls of English composition. Although we may, when young and impressionable, have been strongly indoctrinated with the “first-draft-in-pencil” fallacy, it is time to see the truth, lead our children in light, and convert to the right way—pen!



Andrew Pudewa is the director of the Institute for Excellence in Writing and a home schooling father of seven. Presenting throughout North America, he addresses issues relating to teaching, writing, thinking, spelling, and music with clarity and insight, practical experience, and humor. His seminars for parents, students, and teachers have helped transform many a reluctant writer and have equipped educators with powerful tools to dramatically improve students' skills. Although he is a graduate of the Talent Education Institute in Matsumoto, Japan, and holds a Certificate of Child Brain Development from the Institutes for the Achievement of Human Potential in Philadelphia, Pennsylvania, his best endorsement is from a young Alaskan boy who called him “the funny man with the wonderful words.” He and his beautiful, heroic wife Robin currently teach their four youngest children at home in Atascadero, California.

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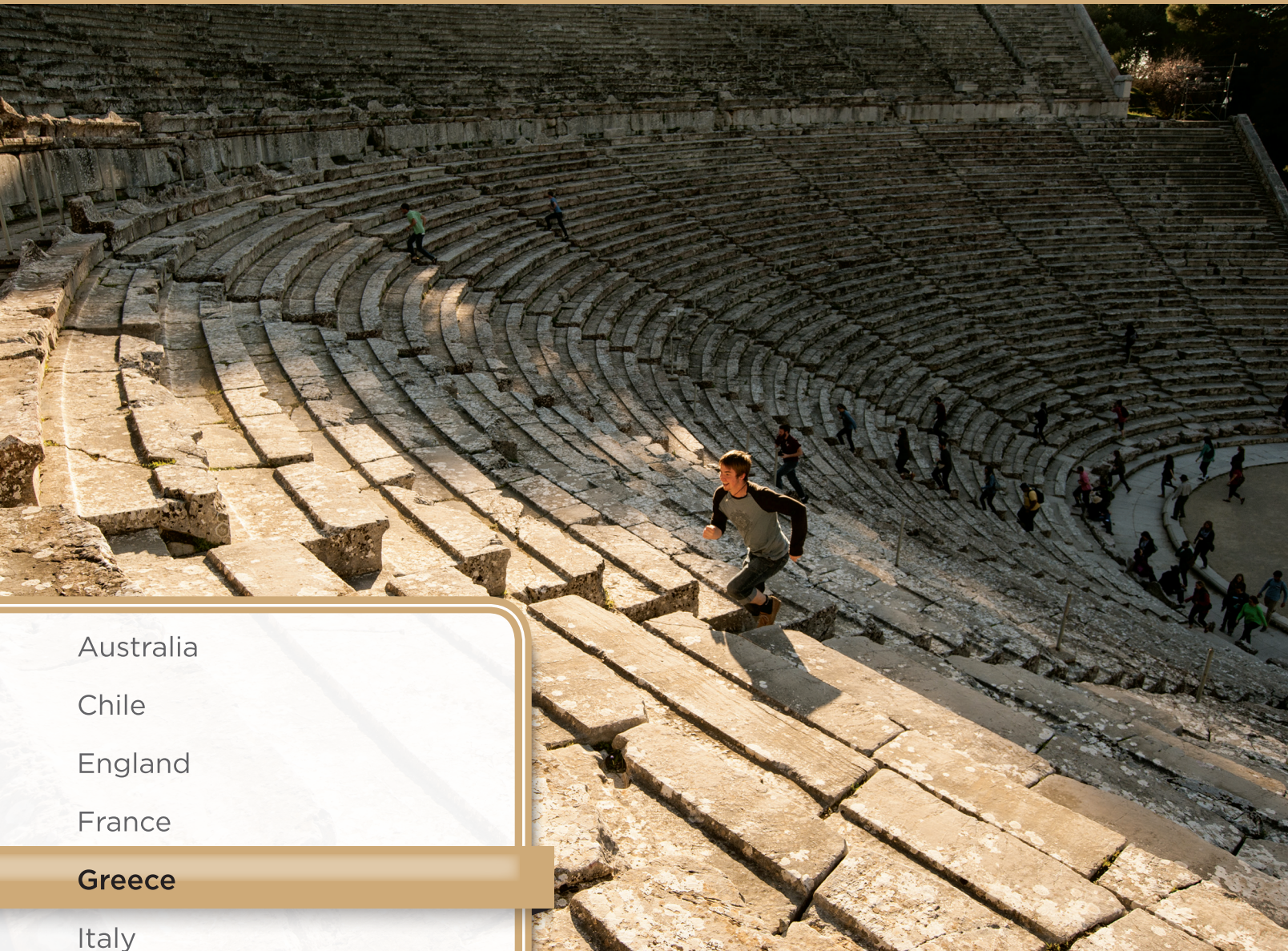


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ESSAY OVERLOAD

By Colette Vernon

The formidable, despicable essay. Kids hate it. Most parents hate it. As far as I can tell, even teachers hate it . . . or, at least, hate grading it.

And let's face it. Most of our children are not going to have jobs that require mastery in essay writing. Not that they don't exist, but essayists are the exception, not the rule. So then, why does so much of our children's education consist of writing essays?

The test. When they're answering AP History questions, taking their SAT, or preparing for the MCAT, their assessment will include essay writing. Because of that, many public schools focus almost exclusively on that one form of writing. As a parent who is home schooling one child, has another in a charter school, another in public school, and two high school graduates in college, I've seen a lot of essay writing. As an author and parent, it frustrates me. I don't believe the repetitive essay is the best way to teach our children. Here are some reasons why:

BOREDOM.

"This is so stupid." I'm sure everyone has heard their child say this while writing an essay, doing math homework, etc. What they're really saying is, "I'm bored."

Varying subjects and finding content of interest can help relieve the boredom of the five-paragraph essay, but it doesn't make the process less repetitive. It's understandable that our kids get sick of it. And we all know, when our kids get sick of something, they don't put forth their best effort or truly engage.

STALE WRITING.

The child writes: "Schools should have swimming pools because . . . ; It is important to stay in school because . . . ; Dogs are great pets because . . ."

By doing the same type of writing, over and over, the process becomes ingrained, but stale. It becomes a process without variety, substance, or heart. They may get decent scores, but they're not likely to impress anybody.

LACK OF PREPARATION.

"You want me to write what?"

Schooling is supposed to prepare our kids not only for college, but for real life and careers. How many careers require essay writing? On the other hand, how many careers require letter writing, emailing, job applications, blog posting, grant writing, editing, reports, and the list goes on. All jobs require writing, but few require essays. Are we really preparing our kids if that's all they do?

So, what's the answer? They need the essay skills for the test, but they need the other writing skills for life.

There is a solution:

VARIETY.

As an author, my understanding of writing fiction has influenced the passion I'm able to insert into my non-fiction. My vocabulary, along with the available techniques at my fingertips, has grown.

Abby Sheaffer, writing for Chicago Literati, says, "The ability to teach students to really dig down deep, to not just take things as they are on the surface but to investigate, is a lesson that will remain with them throughout the rest of their lives."

Reading and editing my husband's research papers and grant proposals have given me another understanding of the writing process.

In the article, "High Schools and



Career Readiness: Strengthening the Pipeline to the Middle Class,” from the U.S. Department of Education, it states, “Preparing young adults for success requires a different educational experience than it did even a generation ago Many high school graduates lack exposure to learning that links their work in school to college and careers”

This article was referring to a need for more STEM-focused classes; but in learning science, technology, engineering, and mathematics, we must have the ability to present this infor-

mation in writing. And I believe that a student who can run a blog, write a research proposal, and create a story will be better prepared to run a blog, write a research proposal, create a story, and do well on his or her essays.

How can we implement other forms of writing while still preparing our children for standard tests?

Invite them to write a business letter, transform it to an email, and then to an argumentative essay. What changes, what stays the same, and why?

Write a report on a subject of interest, turn it to a research grant pro-

posal, then to a process essay.

Give a list of interesting vocabulary words, use them in a short story, and then use them in a descriptive essay.

By understanding how various writing structures overlap and differ, our children can excel in all of them. We can incorporate field trips, other areas of study, even math and science projects into the literary process. The possibilities are endless.



Colette Vernon lives in the outskirts of Phoenix, AZ, with her husband, children, two dogs, and a mischievous cat. She writes fiction books as Colette Black, has a mathematics degree from Arizona State University, and loves education in all its forms. She's taught in home preschool, volunteered in multiple public and charter schools, and still participates

in the wonderful world of home schooling. Her favorite activities are reading, writing, and travelling.

ENDNOTES

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JOURNEY IN **BIBLICAL TRUTH**

By Sara J. Bruegel

Many well-meaning parents love to take their kids to museums and state parks to have a fun learning experience as they travel, but what kind of information are your kids getting in these places? Are they taking in biblical truth, or are they subtly being bombarded by some of the very cultural assumptions from which parents are trying to protect their kids through choosing to home school?

Working in a small fossil museum, I frequently encounter families that have been deceived by the naturalistic/atheistic worldview taught in most museums and state parks. Investigating this disturbing topic in further detail, I interviewed experienced traveler and apologist David Rives.

Because of the flexibility of being a home school student, David Rives was able to travel in many different countries around the world at a young age. Rives says that his travels were an important part of his educational experience, which later equipped him to start his own creation science ministry and become host of Trinity Broadcast Network's educational TV show "Creation in the 21st Century." Although his travels range from extensive journeying around Texas to exploring the Holy Land, David says, "No matter where you go there's always something to be learned wherever you visit; there's a story behind everything, and uncovering that story can give you greater insight on so many different topics."

Although your kids can learn a lot on the road, it's important to keep an eye on what they're learning and whether they are thinking critically

about it. Bear in mind that most science museums and state parks are going to present evolution and billions-of-years as fact, and these ideas will be referenced in many displays and signs. While it's important for kids to know both sides of these issues, Rives says that your kids are not going to get a fair representation of the young earth creation and biblical science view from these museums.

There are four basic questions you can teach your kids to ask themselves as they think critically about a new idea. First, what idea is being presented? Make sure your kids have a clear, basic understanding of the idea they are encountering. Encourage them to ask themselves if this idea is logical or just emotionally founded. The second question to ask is what are some good arguments against it? Next, ask the question, how does this line up with the Bible? Remind them that God's Word is Truth. Finally, inquire to what consequences or results might this idea lead? Some ideas can be very dangerous.

If you have a trip to a museum or state park planned, I would recommend preparing your family for

the bombardment of information by scouting out some information supporting a different side and discussing it as you go along on your adventure.

Teach your children to think critically and biblically about the ideas they will see during family vacations and field trips in a fun, interactive way so that they will know how to deal with new ideas they encounter many years down the road on their life journeys.

There is a great wealth of encouraging information available to you and your family through many different free websites that teach apologetics. Teach your children to think critically and biblically about the ideas they will see during family vacations and field trips in a fun, interactive way so that they will know how to deal with new ideas they encounter many years down the road on their life journeys.

You don't have to limit your family's vacation learning to just formal outlets like museums. Make sure that

your kids are getting a chance to have fun exploring the natural world around them wherever you go. Younger kids might enjoy doing some kind of nature collection or crafts from the places you travel. Seeing rock layers in road cuts as your family drives along can be a good way of opening up family discussions about geology and Noah's flood in the Bible.

David Rives brings up the point that the beautifully intricate creation of the plant world often goes overlooked. There are many various types of plant

life all around us (even in drought-dry Texas) that play vital roles in our lives. If your children have been studying any kind of biology or botany during your school time, be sure to point out some of the interesting plant life along the way and remind them of how it ties back to some of the things they have already learned. This will help show kids how what they learn in school applies to the world away from school books.



Sara J. Bruegel is a 2012 Texas home school graduate. She is children's ministry coordinator at Mt. Blanco Fossil Museum in Crosbyton and schedule manager at Genesis Science Network. Sara writes about creation apologetics in her weekly articles and quarterly kids' news science letter on her blog, www.CreationClues.com.

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Hans Poley and his friends, resistance fighters, on the roof of Corrie ten Boom's home.

THE TEENAGE ARMY

THE UNTOLD TRUE STORY OF ORDINARY STUDENTS AND AN EXTRAORDINARY GOD

By Rachel Spencer Hewitt

He was 17. A bright physics student with parents who loved him. He had a future full of promise and success. His girlfriend was kind, godly, and loved by his family as well. Up until just moments ago, his biggest decision would be where they would raise their children after they got married, likely right after graduation. Up until just moments ago, his faith had run a steady course. Now, he stood staring into the glare of a white parchment presented to his student-body president by the new government demanding an answer. Allegiance to Adolf Hitler or prison.

At 17, Hans Poley faced the greatest decision of his life: sign or pay the price.

On that day, Hans made the choice to defy a world power in favor of the Holy Spirit's conviction. Hans refused to sign the oath of allegiance to Hitler and, as a result, fled into hiding for his life. He ended up in the home of two very kind old maids and their father above a watch shop, where his life and history would change forever. Hans Poley was the first person hidden in the now famous home of Corrie ten Boom and, though a mere teen, would become one of the leading forces in the underground resistance movement in Holland.

Forty years ago, Billy Graham introduced the world to Corrie ten Boom's story in the film *The Hiding Place*; where the powerful sacrifice of Corrie and her family saving hundreds of Jews destined for slaughter is immortalized. Now, almost half a century later, the sequel *Return to the Hiding Place* is being released. The award-winning new feature film based on Hans' life has exploded onto the scene, revealing the secret behind Corrie's missions: brave, young students were responsible for rescuing and transporting the hundreds of Cor-

rie's Jews. They were the revolutionary young people Corrie affectionately referred to in her speaking tours as her "Teenage Army."

When I first heard Hans Poley's story, I was very young. My father had crossed paths with an older gentleman who spoke of espionage, righteousness, and sacrifice for doing the right thing. As my father and this older gentleman became friends, our family learned that he was the first to be hidden in the famous Hiding Place and a survivor from the Dutch resistance movement in World War II. As I grew older, I

watched my father record hundreds of hours of interview footage with Hans, making a meticulous record of Hans' history and, eventually, crafting one of the greatest screenplays of our day; the true story *Return to the Hiding Place*.

Of all the pieces I've worked on professionally, *Return to the Hiding Place* has had the most extraordinary impact on both the audience and professionals on its crew. In many secular films, the stories are carnal and reductive, leaving the audience with a warped sense of humanity. Even in many Christian films, the Gospel is present but very rarely with any real-world application. If we described our faith in terms of Christian films today, many people, I think, would consider Christianity to be merely an American phenomena. *Return to the Hiding Place* has changed all that.

In *Return to the Hiding Place*, Hans' brave act of defiance made him an enemy of the Nazi government

which made its mission to make examples out of such rebels. Hans Poley, now tucked away in hiding, could have stayed passive, waiting out the war. He could have talked about prayer in hushed, modest tones and read his Bible in secret while the bombs went off outside, but he didn't. Hans joined many other untrained students, some as young as nine years old, with a passion for Christ and common goal: to lay their lives down for "total strangers" because they wanted to "follow their Master." Hans lost many dear friends and, even late into his life, wept at their loss, visiting the too-early graves with awe remembering the revolutionary truth: "as the will of the students goes, so goes the will of the nation."

In a taped interview now posted on our YouTube channel, and a pivotal line in *Return to the Hiding Place*, Hans is asked why he got involved in the war. He explains: "At the beginning it was easy to read about the war, not care beyond my love, my life. But then



Hans Poley with a secret wartime radio in the floorboards, Netherlands WWII.

I met the suffering. One couldn't look into the eyes of the hurting and see their pain or hear their cries and not get involved."

CONTINUED ON PAGE 36

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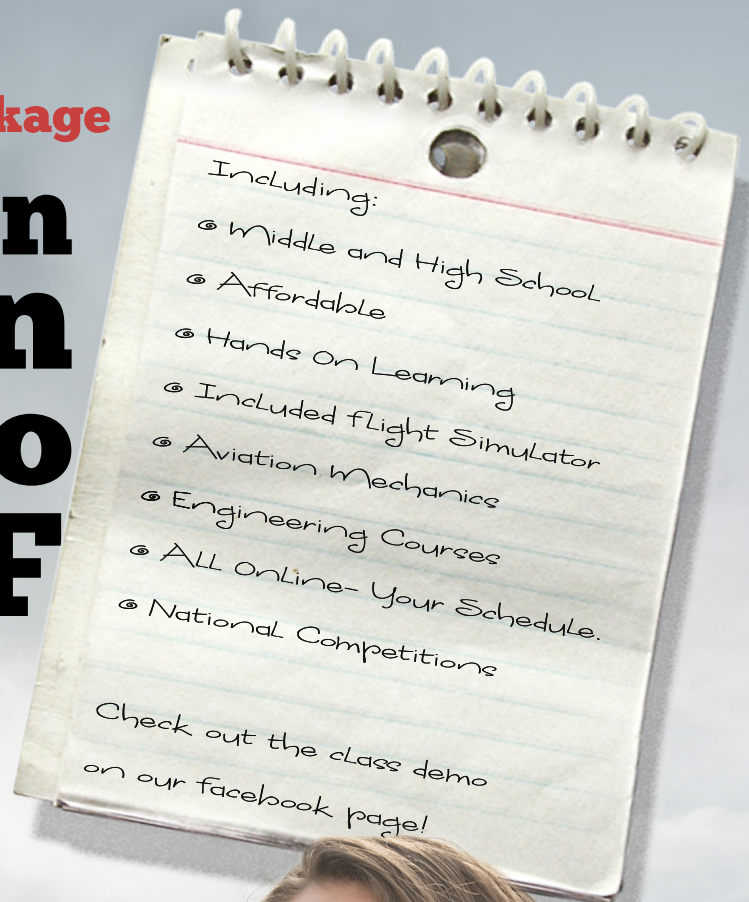
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CONTINUED FROM PAGE 34
Hans' words ring terrifyingly true in this day and age. At this very moment, Christian men, women, and children in the Middle East are being systematically slaughtered because of their faith. The evil that Hans and his friends saw in the reign of Adolf Hitler and the slaughter of Jews is alive and well in the cancerous spread of ISIS and its systematic slaughter of innocent believers around the world. *Return to the Hiding Place* is continuing the legacy started by Hans and his friends and their teenage resistance by raising the rallying call for young people to take a stand and form a vocal resistance, demanding protection and rescue of our persecuted brethren. The film has started a movement called The Orange Resistance, echoing the Dutch Orange and dedicated to the orange jumpsuits worn by Christians assassinated on the Libyan beaches by ISIS. We are taking

Return to the Hiding Place across the country to raise awareness and support for groups rescuing Middle Eastern Christians from Islamic Fascists.

When passing on his story, Hans made my father promise that the film would tell the truth about these resistance fighters--that they were ordinary students who made extraordinary choices due to their faith in an extraordinary God. If you want to know who the next generation of fighters is, I'll point them out to you plainly. The hands and feet of Christ are the hands that grip the pages of this magazine, the capable, waiting hands hovering over the computer mouse. Hands belonging to those who, like Hans, find it easy at first to read about the war but, also like Hans, are finding it hard to look into the eyes of the suffering and do nothing. Those teenagers who have made a decision to refuse loyalty to this world and rise up

to join God's army. The world is again in need of a teenage army. This generation's teenage army is you. You are the resistance. Can you help but get involved? The time is now. Let's change history!

David Thomas Jenkins as Hans Poley in the film *Return to the Hiding Place*.



John Rhys Davies (Eusi), David Thomas Jenkins (Hans), and Mimi Sagadin (Corrie ten Boom) on set for *Return to the Hiding Place*.



Rachel Spencer Hewitt is an actress and writer in New York City and Philadelphia. She graduated from the Yale School of Drama with her Master's in Acting and can be seen in the film *Return to the Hiding Place*. She passionately spends her days involved in the activist movement The Orange Resistance to rescue Middle Eastern Christians at ReturnToTheHidingPlace.com/JoinTheResistance.





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LIVING HISTORY

By Michael J. McHugh

One of the most common complaints of home school students is that the study of history is boring and tedious. For many students, history study involves little more than a process of becoming acquainted with a mass of irrelevant facts and dates for the express purpose of obtaining a passing grade. Although such students obviously do learn some useful information about the past while they wade through a sea of historical facts, much of what they learn ultimately goes down the memory hole or is misinterpreted.

In addition to utilizing well-written and historically accurate textbooks, home school instructors should also incorporate the following practices into their weekly routine.

Discuss each major topic from the student's text with your child to ensure proper comprehension and application. As a home school teacher, I am continually amazed at how often my children fail to grasp the true significance or relevance of a particular historical event. I have learned the importance of taking the time to explain to my children why a lesson from history is important and how that lesson fits into the bigger picture of God's providential purposes. The primary goal of such discussion should be to awaken students to the fact that history records the personal acts of real people in connection to the sovereign acts of God who is personally involved in the world He has made.

Take more frequent field trips to historical sites and museums. Home educators can help to bring history to life as they get their children in



touch with living history displays and demonstrations. The fact that you are home schooling should give you a greater measure of freedom and flexibility in your schedule to permit more frequent trips to local or regional historical sites. You can lecture your students regarding the Battle of Gettysburg, for example, but there is nothing quite like letting them see and touch the actual battlefield.

Incorporate historical artifacts in your teaching routine to help spark interest in and discussion regarding the lesson you are covering. Such visual aids need not be elaborate or costly. Something as simple as an old oil lamp or a button made out of whale bone can help you to jump start valuable discussions with your students about how people lived long ago. If you cannot locate or borrow a desired artifact that pertains to the historical period you are studying, then it may be worth doing a search on the internet to try to locate a suitable reproduction.

Teach your children how to interpret current events in light of past history as well as biblical principles. Home educators should get into the habit of bringing timely news articles to the attention of their children so they can comprehend the relevance of history study to events that are happening all around them. Students need to be reminded that they are part of history, and that everything that happens has historical significance to some degree. Too often, Christian home school stu-

dents fall into the mindset that they are just observing history. When such students finally learn that they, by God's grace, have been called to make history then their view of history study as dry and irrelevant will be a thing of the past!

I am confident that if home educators incorporate the teaching suggestions listed above, they will soon discover that the study of history will come to life for them and, more importantly, for their students. The study of history is, after all, a glorious time to contemplate and explore the lives and works of human beings in relation to the living God who made them.



For over 30 years, Michael McHugh has worked as a teacher, lecturer, home school program administrator, and textbook author/editor for the Christian Liberty Academy in Arlington Heights, Illinois. Mr.

McHugh is also the founder and director of a publishing ministry known as Great Light Publications. Over the last three decades, he has written numerous articles that have appeared in newsletters and scholarly journals across the United States and abroad. Michael McHugh is a graduate of Whitefield College, and holds a BS degree in the field of Christian education. As a home school father, Michael lives in the Chicago area with his wife and seven children. Mr. McHugh and his wife were married in 1984 and have been actively engaged in home schooling their children since 1988.

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TEACHING CHILDREN TO DO CHORES

By Sheila Gilmore

“EVERYDAY A CHILD SHOULD HAVE SOMETHING TO DO,
SOMETHING TO THINK ABOUT AND SOMETHING TO LOVE.”

THE CHARLOTTE MASON COMPANION BY KAREN ANDREOLA

Giving children chores is not just a good idea. It is a vital part of their education. The “something to do” that Charlotte Mason was talking about had nothing to do with worksheets and everything to do with responsibility.

If I had a nickel for every time a young mom said to me “It’s so much easier and quicker if I just do ____ myself!” I would have enough money to hire a housekeeper. As a mom, especially of young children, it IS easier and quicker to just do the house chores yourself. But you would be cheating your child out of a much needed educational experience.

If you take the time to train your children to do chores, you will spend a lot less time rescuing them later on from past due bills, irresponsible relationships, and ridiculous messes. Sure, it’s hard! I’d rather it be hard when they are four or five, than it be really hard when they are 17 and 18. The toys and the laundry don’t go away; they just get bigger.

My mother always said that every job has three parts: getting ready, do-

ing the job, and cleaning up. What do we need and where do we get the items to do the job? How do we do the job? What is the clean up? Most of the time the first two parts are not too much of a problem for young ones; it’s the third part--CLEAN UP--that seems to elude them. How many times have we come into a room to find a given task only half way done?

The secret to getting our children to do chores is following through with making them do them ALL THE WAY THROUGH to the clean up. This unfortunately means that we will probably have to call them back to finish and clean up after they have decided that they are done. Washing dishes doesn’t just mean getting the dishes clean--it means drying, putting away, and cleaning up the water all over the sink and floor too. A strong finish means a job well done and it’s our job to make sure that even the clean up happens.

Here are some simple suggestions to start training your children to do chores:

1. BREAK DOWN EACH CHORE INTO SIMPLE STEPS. HERE IS AN EXAMPLE:

Doing Dishes

Step One – Find the towel, dish rack, sink stopper, dish soap, sponge, dish brush, and scraper.

Step Two – Scrape the food into the trash.

Step Three – Rinse the dishes using the dish brush. Set them to the side of the sink.

Step Four – Stop up one side of the sink; fill with warm water and add the dish soap.

Step Five – Using the sponge, take one dish at a time and wash it until all of the food is off. Set the soapy dish in the other side of the sink.

Step Six – Rinse under warm, running water all of the soapy dishes. Set them

on the other side of the sink on top of the towel (or dish rack).

Step Seven – Dry each dish with a clean towel.

Step Eight – Put each dish away.

Step Nine – CLEAN UP: wipe the counter with a towel (or wash rag), empty and rinse the sink, rinse off the sponge, dish brush, and scraper. Put away all of your tools. Put the towel (and wash rag) into the laundry. Make sure the floor is dry.

Every task can be broken down into easy-to-explain-and-demonstrate steps. That is your first goal. When we communicate clear expectations, it is easier for the child to follow through to the end. For a while, I had 5x8 cards hung on each bathroom mirror reminding the kids how to clean the bathroom all the way. For their sake and yours, this might be a good idea. You can post a list of steps next to the sink for the “Do Dishes” chores and on the bathroom mirror for the “Clean Bathroom” chores. Get creative and let the kids help you post them.

2. MODEL EACH STEP.

This will not be just a one-time thing. You may have to model the steps to a chore two or three times before your child can do each step on his own. You won't be able to just post a list and then walk away--that's not training. You will have to stay connected to your child until the chore is done a few times before you will be able to walk

away.

I should also point out that modeling does not mean doing it yourself. It means talking your children through the process and then letting them try the step themselves. For instance, after you have both found all of the items that will be needed to do the dishes, you will take a dish and show your child how to scrape the food into the trash. Then you will watch him (giving positive encouragement) scrape the rest of the dishes himself. You will take a dish and show him how to use the brush to rinse the dish. Then you will give him the brush and watch while he rinses the rest of the dishes.

3. WALK AWAY.

Once you have modeled all of the steps and she has completed them while you watched, you might be ready to allow her to do the job herself. You may have to watch over the next time she does the job just to make sure, but when she has completed the steps confidently, get her started and then WALK AWAY. She doesn't need you to critique every move. Tell her that when she has completed all the steps, to come and get you so that you can do a “check up.”

4. TRUST BUT VERIFY.

Even though your child may be able to complete all of the steps on his own, you will need to “check up.” This is not a point-out-all-the-mistakes session. This is a critique--positive/negative/positive critique. Make sure that they did all of the steps--especially

the clean up. Compliment some good points. Make suggestions for improvement or point out a mistake or two. Always end with a positive and encouraging comment. We want our children to learn to do chores--not hate them.

How well we, as parents and trainers, follow through will determine how responsible our children become. If we post a list and then never check, they will realize that they don't really have to do the list and we will be right back where we started--frustrated that our kids don't do chores. If we don't model all the way through, our kids will be discouraged because they don't know exactly how it's done. If we don't “check up,” we rob them of accountability and give them silent permission not to complete the job. Do not clean up after your kids!! Call them back and teach them to clean up after themselves.

5. IT'S ALL IN THE CHARACTER

Ultimately, we are teaching Christ-like character traits--responsibility and trustworthiness. These are traits that will be essential to them as young adults trying to make their way in the world. Responsibility should become second nature to the extent that they don't even question that they must be responsible for themselves, their families, their income, and their jobs. Trustworthiness means that their boss/wife/husband will be able to trust them to get a task done all the way through without nagging, constant reminders, or continual attention.

Will it take some time and effort on our part? Absolutely!! Time well

SCRIPTURE FOR REFLECTION

PROVERBS 22:6 “TRAIN UP A CHILD IN THE WAY HE SHOULD GO; EVEN WHEN HE IS OLD HE WILL NOT DEPART FROM IT.”

1TIMOTHY 4:8 “FOR WHILE BODILY TRAINING IS OF SOME VALUE, GODLINESS [GOOD CHRIST-LIKE CHARACTER] IS OF VALUE IN EVERY WAY, AS IT HOLDS PROMISE FOR THE PRESENT LIFE AND ALSO FOR THE LIFE TO COME.”

RESOURCES:

(FROM THE SECRET TO A GREAT JOB IS A GOOD FINISH)

BOOKS:

Created for Work by Bob Schultz

Smart Money, Smart Kids by Dave Ramsey

LISTS:

Age Appropriate Chores for Kids

<http://www.focusonthefamily.com/parenting/parenting-challenges/motivating-kids-to-clean-up/age-appropriate-chores>

<http://www.freeprintablebehaviorcharts.com/chorelist.htm>

VIDEOS:

Less Toys = Better Kids by Malitose79

<https://www.youtube.com/watch?v=jTWopfURL-s>

Teaching Kids to be Organized

https://www.youtube.com/watch?v=kY64gXOapY-k&list=PLEj6VWRu7JkGbnCU7L332tKD-j7MpX5Csm&feature=em-share_video_in_list_user

About Chore Monster app

<https://www.youtube.com/watch?v=r0dLW8CTaLk>

Commission NOT Allowance with Dave Ramsey

<https://www.youtube.com/watch?v=eN73ANzGJvU>



Sheila Gilmore has been home schooling her six children since 1999 and just graduated her youngest this past May. She works with new home schooling families in El Paso and Van Horn encouraging, exciting and educating them about home schooling laws in Texas as well as helping them with educational plans for their children. She has three children attending college and one to graduate with a Bachelor's in May. Her oldest served in the military for four years and another two years for the Coast Guard. She has three grandchildren with another on the way and is looking forward to helping her children home school their children.

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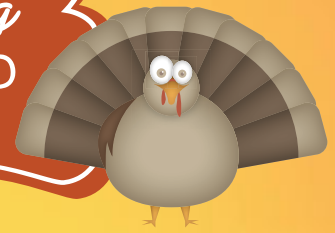
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Thanksgiving CROSSWORD



ACROSS

1. Bird traditionally eaten at Thanksgiving
4. Native Americans at the 1st Thanksgiving
5. A small, sour berry used in sauces and pies
7. Another name for corn
9. Horn of Plenty
10. Name given to settlers seeking religious freedom
12. Corn or white bread cooked inside turkey
13. Where the first Thanksgiving was celebrated

DOWN

2. President who declared a National Day of Thanksgiving
3. A big orange fruit that makes great pie
6. This ship brought 102 settlers to Plymouth
8. President who wanted turkeys to be the national bird
11. Another name for sweet potato

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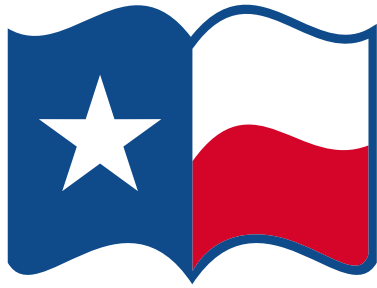


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ANSWERS ON PAGE 17



T E X A S
HOME SCHOOL
COALITION ASSOCIATION
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NEWS & NOTES

During the past quarter, THSC staff has continued to work tirelessly, protecting home schooling and parental rights, advocating for members, and Keeping Texas Families Free.

84TH LEGISLATIVE SESSION

Two of THSC's greatest victories were accomplished with the help of other parental rights-oriented groups that came alongside THSC to help defend Texas families. SB 219 was a 2,000-page bill designed to help clarify areas of the family code. THSC identified an unintentional but detrimental change that would allow judges to issue temporary restraining orders for the removal of a child before a hearing, without having to prove any type of emergency circumstances. THSC acted swiftly to inform the Senate committee about this, and the committee responded positively, amending the appropriate language to protect Texas families.

SB 359 was a bill that would have threatened parental rights by allowing for hospitals and medical facilities to detain individuals who are "unable to consent for themselves"—including minors—for up to four hours if they claim to believe that person has a mental illness and may cause harm to himself or others. THSC helped lead the charge, asking Governor Abbott to veto the bill after it slipped through the Texas House. Governor Abbott vetoed the bill, citing the unconstitutional provisions allowing doctors to detain Texas citizens.

THSC Watchmen and Tim Lambert worked with Sen. Charles Perry and his staff in collaboration with many others to pass Senate Bill 1543, the Equal College Opportunity bill. This bill will ensure that public colleges and universities will not assign random class rankings to students who graduated from a non-traditional high school, such as a home school. This bill will help end discrimination in Texas college admissions for home school graduates and other non-traditional graduates. By passing this bill, and by protecting parental rights through killing or amending bad legislation, the 84th Texas Legislative Session was a great success for THSC and families all over Texas.

TEXAS ETHICS COMMISSION

THSC has been very involved with the Texas Ethics Commission (TEC) lawsuit. In July 2014, THSC sued the TEC in Federal Court when it started to enforce vague and unconstitutional regulations that imposed on our right to free political speech. The TEC responded by admitting that THSC was not required to report as a political committee or disclose our donor list to the state. However, in November 2014, the TEC renewed its attack on free speech by passing heavily restrictive rules on political reporting. THSC fought back by pointing out that the new rules placed an undue burden on THSC's political speech rights by requiring us to report things like office rent, the salary of employees, and the monetary value of volunteer hours as if they were direct political expenditures.

We argued to the court that under the new TEC rules, THSC's political expenses for the 2014 election cycle would have to be reported as 49 percent of our budget, rather than 19 percent, as it is under the original rules. This could easily place us in a position of being audited and targeted for an investigation by the TEC, simply because our "political expenses" were now so high. The TEC recently fined THSC \$1,900 for correcting a report by \$65 less than two weeks after the deadline, and refused to reduce the fine by more than \$600. That same day TEC reduced a \$10,000 fine for a legislator down to \$1,000, even though the report had been filed six months late.

These kinds of actions lead us to believe that there is a real risk that the TEC will use the rules it is proposing to squelch the free speech of conservative groups. THSC exists to stand firm for Texas families, and that is why we stood up against the bullies and big government intervening in our free speech to protect you. The good news is that it's working. In response to THSC, the TEC proposed an amendment to the rules in question that would help to reduce cumbersome requirements that currently create the practical elimination of our freedoms in political speech. The proposal is an improvement, but it's still not enough to protect our constitutional rights.

TUTT FAMILY UPDATE

Almost two years ago, CPS illegally removed children from the Tutt's home a month after the caseworker told them everything seemed to be okay and she would contact them again if CPS needed anything else.

Observers of the case say it is the most bizarre case they have ever seen, and the judge in the case seems to be doing everything she can to drag things out.

Our defense of the Tutt family took another step forward when the Texas Supreme Court intervened at the request of the Tutt's attorney. The case has dragged on, with Child Protective Services still refusing to allow a six-year-old sibling of two other adopted children to be returned to the family. This young child has been in foster care for almost two years. After the court missed yet another deadline in the case, the Texas Supreme Court issued a stay, stopping the trial and ordering the lower court to issue a response. We are praying that the Supreme Court will act swiftly on behalf of this family to dismiss the case and send the Tutt's last child home.

Do you support the Tutt family and advocacy on behalf of families like the Tutts? THSC covers the legal costs for member families in cases such as these to seek justice and freedom for Texas families. Please consider supporting THSC to continue

Keeping Texas Families Free.

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UPCOMING EVENTS

Texas Renaissance Festival

November 3rd & 4th, 2015

Todd Mission, TX

texrenfestinfo.com/school-days

THSC Continuing Legal Education

December 4th, 2015

Abilene, TX

THSC.org/CLE

THSC Gala & Fundraiser

November 7th, 2015

Houston, TX

THSC.org/events/gala-and-fundraiser/

THSC Home School Convention

May 5-7, 2016

Arlington, TX

THSC.org/Conventions

THSC Association Membership Benefit Providers

The following companies offer discounts and benefits to THSC Association members. Find out more at THSC.org

Blue Cross/ Blue Shield Health Insurance
bcbstx.com

Education Plus
home.schooltranscripts.com

Mega Mortgage of Texas
THSCmortgage.com

THSC Association
thsc.org

CollegePlus
collegeplus.org

FEAST
home.schoolfeast.com

MiQuotes.com
miquotes.com

UberSmart Software
ubersmartsoftware.com

Creation Illustrated
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HEP Bookstore
hepbookstore.com

My Favorite Campground
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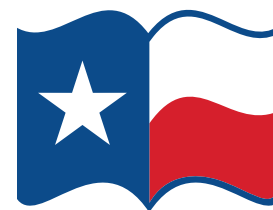
Home school Spanish Adacemy
home.schoolspanishcademy.com

Samaritan Ministries
samaritanministries.org

Driver Ed in a Box
driveredinabox.com

Liberty Mutual
libertymutual.com

TeenPact Leadership Schools
teenpact.com



The Texas Home School Coalition (THSC) is a 501(c)(3) educational organization that is supported by tax-deductible donations. THSC is dedicated to serving the home school community; it promotes home education in Texas by educating the public, the home school community, and officials about home schooling.

THSC Association, a 501 (c)(4) advocacy organization dedicated to serving and protecting the home school community of Texas, is supported by membership fees (not tax-deductible) and sales of resources. The Association now offers legal assistance in regard to home education issues as a benefit to its members, along with several other benefits and discounts.

The work of the THSC PAC (Political Action Committee)- endorsing and supporting pro-home schooling candidates - is supported by donations that are not tax-deductible. See THSCPAC.org for more information.



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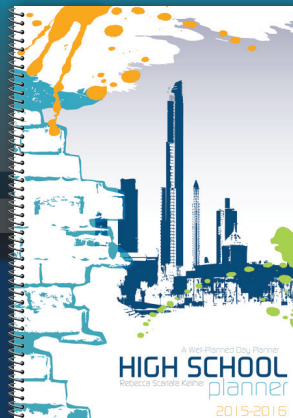
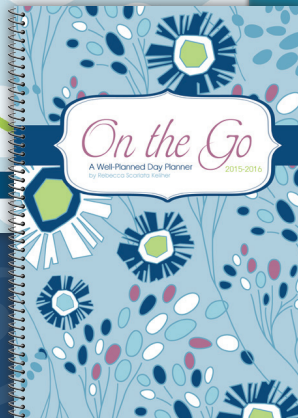
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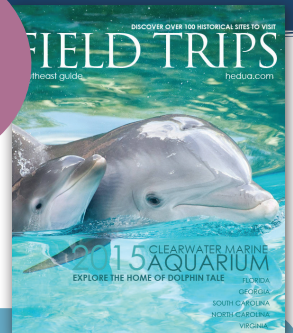
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