

God's Design of Society

LIFE (<i>protected</i>)	LIFE (<i>jeopardized</i>)
MARRIAGE & FAMILY (strong & functioning)	MARRIAGE & FAMILY (weak & dysfunctional)
LABOR & PROPERTY (respected & productive)	LABOR & PROPERTY (demeaned & wasted)
INTEGRITY of COMMUNICATION (consistently states truth)	INTEGRITY of COMMUNICATION (deceitfully professes truth for agendas)
HEART ALLEGIANCE (to God)	HEART ALLEGIANCE (to self)

[There must be legal and constitutional limits on the ability of homeschooling parents “to teach their children idiosyncratic and illiberal beliefs and values” . . .

[Government control must be exercised against] “parents [who] want to teach against the enlightenment. . . .

***Parental control over children’s basic education flows from the state* (rather than vice versa). States delegate power over children’s basic education to parents. . . .”**

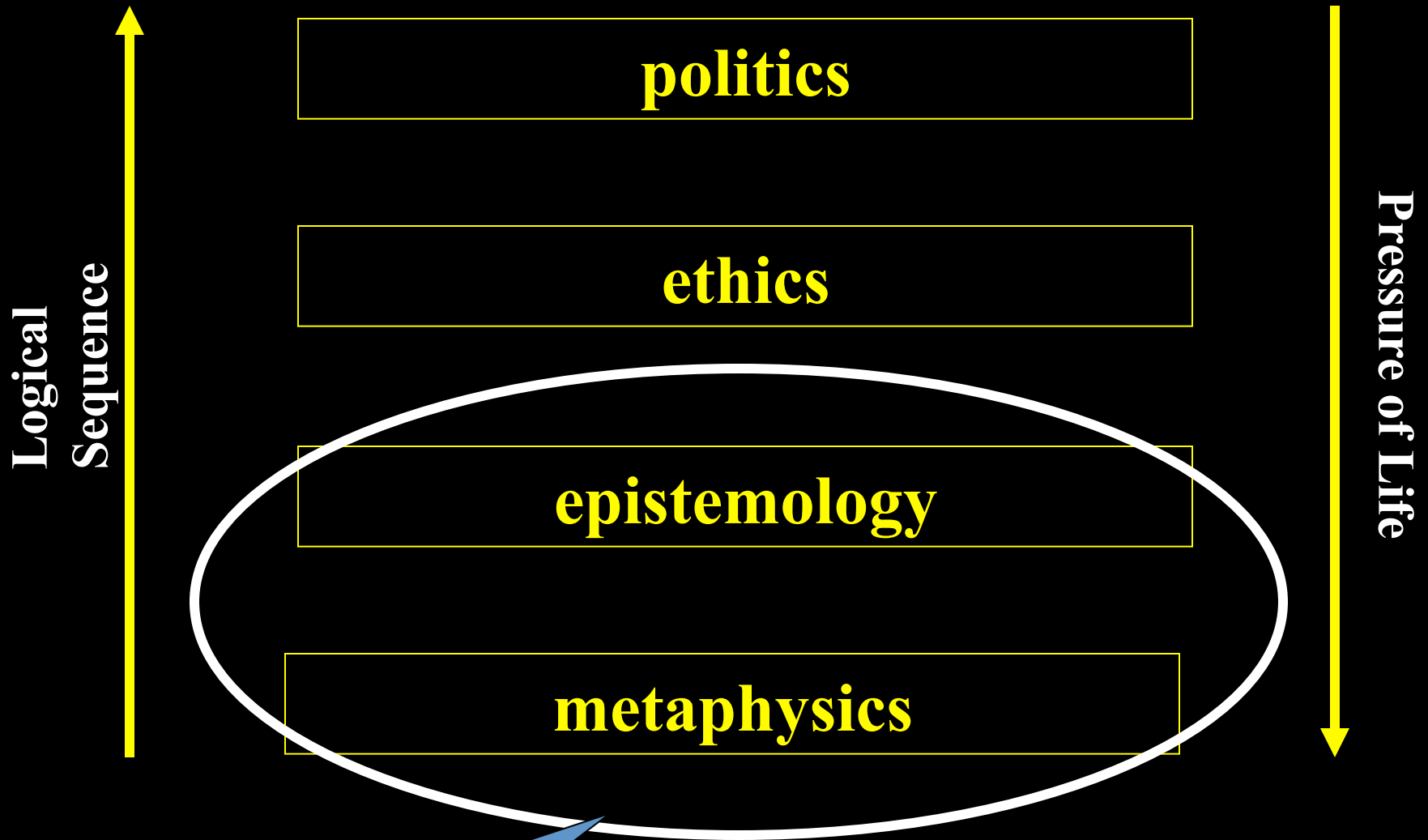
Kimberly A. Yurako, “Education Off the Grid...”, *California Law Review* 96 (February 2008) (She is a professor at the Northwestern University School of Law)

“This essay explores the choice many traditionalist Christian parents (both fundamentalist and evangelical) make to leave public schools in order to teach their children at home, thus in most instances escaping meaningful oversight. . . .Society need not and should not tolerate the inculcation of absolutist views that undermine toleration of difference. . . .If a parent subscribes to *an absolutist belief system premised on the notion that it was handed down by a creator, that it (like the Ten Commandments) is etched in stone and that all other systems are wrong, the essential lessons of a civic education. . . .often seem deeply challenging and suspect. . . .Such ‘private truths’ have no place in the public arena, including the public schools.*”

Catherine Ross, “Fundamentalist Challenges to Core Democratic Values: Exit and Homeschooling,” *William and Mary Bill of Rights Journal* 18 (May 2010) (She is professor at George Washington Law School)

“The risk that parents or private schools unfairly impose hierarchical or oppressive beliefs on their children is magnified by the absence of state oversight or the application of any particular educational standards. . . .*Public education should be mandatory and universal.*”

Martha Fineman and Karen Worthington, *What is Right for Children? The Competing Paradigms of Religion and Human Rights* (Burlington, VT: Ashgate Publishing Co., 2009).



Yahweh or an idol?

“Whenever a society has a naturalistic religion, grounded on the concept of continuity, man faces the total power of the state. . . .The state becomes the saving power. And the source of law; . . .It becomes god walking on earth, and its every tyranny is identified as liberty.”

Rousas J. Rushdoony, *The One and the Many* (Craig Press, 1971)