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Freedom
Talk

Magazine

The Journal of Truth & Virtue

America's Educational
Renaissance



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Learning to be Free



Kelly at the grave of Samuel Adams

"I consider knowledge to be the soul of a republic," wrote Founding Father, John Jay. Indeed it is also the impetus behind the publication you're reading now. "The weak and the wicked are generally in alliance, as much care should be taken to diminish the number of the former as of the latter. Education is the way to do this," continued Jay.

In the very first issue editorial (Oct, 2021), I wrote that this new magazine's purpose was "to restore the free exchange of ideas, particularly to revive the richness of Western thought and Judeo-Christian virtue. We are sharing engaging content from history, science, theology, and education...to enhance critical thinking skills and restore truth to the great American Republic. John Witherspoon said, 'A republic once equally poised, must either preserve its virtue or lose its liberty, and by some tumultuous revolution, either return to its first principles, or assume a more unhappy form.' It's time to push back against censorship and thought control and build a renaissance."

A statement from Samuel Adams has served as a sort of catchphrase for FreedomTalk: "No people will tamely surrender their liberties, nor can any be easily subdued, when knowledge is diffused, and virtue is preserved." As the world braced under the tyranny of forced lockdowns and political skullduggery, I knew that we could only save our great nation through the hard work of making America educated again! A lack of critical thinking skills and the ability to discern logical fallacies, combined with a general lack of scientific and historical understanding allowed demagogues to pull off the biggest scam of our lifetimes—shutting down the entire world.

Simply put, "only an educated and informed people will be a free people," as John F. Kennedy said—and as Epictetus wrote 2,000 before that "only the educated will be free."

That is precisely why the "New World Order" marxists and globalists have been infiltrating our public schools for decades. The Confucius Institutes the Chinese Communists snuck onto our university campuses under the guise of "cultural enrichment," gender theory has crept into our grade schools, Howard Zinn's deceitfully warped *A People's History of the United States* hijacked young minds and robbed them of an objective and balanced sense of human history. There has been a war on a thousand fronts to destroy our nation by robbing an entire generation of truth and academic prowess.

In *The Revolutionary: Samuel Adams*, Stacy Schiff describes the education the "Father of the American Revolution" received:

"On a summer afternoon in 1736, thirteen-year-old Samuel Adams submitted to the Harvard College entrance exam. Administered by the college president and several tutors, it might involve the translation of a lengthy passage of Virgil from Latin, the New Testament from Greek. Part oral, part written, the performance

*could be nerve-wracking...Enlightenment thinkers were as well represented in the curriculum as classical ones; the Harvard president at the time was a liberal thinker, eager to merge the ideas of John Calvin with those of John Locke. Adams knew his Cicero, Sallust, and Livy. He was soon on familiar terms with Montesquieu and Hume, as in a matter of years, he would be with Rousseau. Locke's *Essay Concerning Human Understanding* essentially served as a textbook in ethics...For the eighteenth-century American, the heroes were classical ones...Greeks and Romans."*

Adams and his fellow revolutionaries were considered the "progressives" of their time—radical rebels upsetting the natural order. However, unlike today's progressives, these men and women functioned from the insights gained from Classical Education. And, in truth, the Revolution was a "turning back" to the liberty enshrined in English Common Law, predating even Magna Carta (1215). The Rebels who founded our great Republic were, after all, conservatives, fighting to preserve the Anglosphere Heritage of Freedom. But they were also classical liberals because they believed in freedom of thought, speech, religion, etc. Today's progressives only destroy, sow chaos, and deceive millions into believing socialism will work "this time." Frankly, the leftists do not deserve the moniker "liberal," which should be a positive term, not a pejorative. (Follow me here: imagine if we started calling ourselves "Liberal Conservatives," that is, those who preserve liberty!)

Sam's cousin, John Adams gave this advice: "It should be your care, therefore, and mine, to elevate the minds of our children and exalt their courage; to accelerate and animate their industry and activity; to excite in them an habitual contempt of meanness, abhorrence of injustice and inhumanity, and an ambition to excel in every capacity, faculty, and virtue. If we suffer their minds to grovel and creep in infancy, they will grovel all their lives."

Let's be about the business of making America smart again, for only through reforming our educational system will our people truly recapture our freedom. 🇺🇸

A Historic Victory for Families:

Moms For Liberty Celebrates the End of Federal Overreach in Education



Catalina Stubbe

March 20, 2025, will go down in history as a turning point for American education. President Donald Trump signed an Executive Order that sets in motion the dismantling of the Department of Education, a bold and long-overdue step toward returning control of our children's future to where it belongs: in the hands of parents, local communities, and states.

For years, Moms For Liberty has fought tirelessly for this moment, championing the rights of families and pushing back against federal overreach that has stifled innovation and imposed one-size-fits-all policies on our diverse nation. Today, we stand victorious—and ready to seize the opportunities this seismic shift creates for our students.

For too long, the Department of Education has loomed over our schools like a bureaucratic shadow, draining resources and dictating mandates that often ignored the unique needs of our communities. Despite trillions of dollars funneled through Washington, student outcomes have stagnated—test scores have flatlined, and too many of our kids have been left behind. Moms For Liberty saw this travesty unfolding and said, “Enough.” Since our inception, we’ve rallied parents, educators, and local leaders to demand a system that prioritizes individual liberty, parental empowerment, and accountability at the grassroots level. The Executive Order is the culmination of that relentless fight—a testament to the power of determined families refusing to settle for mediocrity.

This isn't just about tearing down a bloated agency; it's about building something better. By dismantling federal control, we're clearing the way for states to innovate and tailor education to their students' needs. Imagine a system where parents have real choices—where a child in rural Texas can access programs suited to their community's values, while a student in urban California benefits from approaches designed for their environment. Free from federal red tape, states can experiment with bold reforms, expand school choice, and hold local officials directly accountable for results. This is the flexibility our kids deserve, and it's the future Moms For Liberty has envisioned all along.

Our organization's journey to this moment hasn't been easy. We've faced fierce opposition from entrenched interests who clung to the status quo, dismissing our calls for change as radical. But we knew the truth: parents, not bureaucrats, are the best advocates for their children. We've spent years organizing, advocating, and amplifying the voices of moms and dads across the country—because we believed that education should serve students, not systems. Yesterday, as President Trump put pen to paper, flanked by schoolchildren and governors who share our vision, we saw our perseverance pay off. It was a proud day for every parent who ever stood up at a school board meeting or demanded a better future for their child.

The work doesn't stop here. As the federal grip loosens, Moms For Liberty is ready to partner with state leaders to implement America First policies that put students on a path to success. Our higher education initiatives and K-12 reforms are designed to empower parents with options and ensure every child receives a high-quality education tailored to their potential. This Executive Order isn't just a policy shift—it's a promise of better opportunities. It's a chance for our students to thrive in classrooms that reflect their communities' values, supported by educators who are free to innovate and inspire.

This signing was a victory for liberty, a triumph for families, and a giant leap toward an education system that truly works. Moms For Liberty fought hard for this day, and now we're ready to make the most of it. Our students deserve nothing less.

Catalina Stubbe

National Director for Moms For Liberty

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SCHOOL CHOICE:

Sam Sorbo

IS IT REALLY THE ANSWER?

When government funding is involved, stifling regulations follow

Let's be honest—our public education system, an experiment that's been in place for about 100 years, is struggling. Academic performance has steadily declined over the generations, and the outlook for the future isn't encouraging. For instance, in Oregon, a new law allows students to graduate from high school without knowing how to read or do basic math. In New Jersey, teachers are no longer required to pass a basic proficiency test to prove they know enough to teach. These developments only highlight how much our education system is failing our children.

Amidst this, there's growing support for "school choice," a concept that promises to improve education by allowing parents to choose between public and private schools using government (taxpayer) money. The lobbyists who promote school choice have even dedicated a week to convincing taxpayers and parents that choice is the best path forward. And while government-funded school choice encompasses numerous different variants, from education savings accounts to vouchers, the reality of school choice may not be as straightforward as it seems.

Many advocates of school choice argue that allowing parents to select schools—whether public or private—will help fix the system by funneling the all-important tax dollars to the better-performing schools. But here's the catch: Most so-called private schools that accept government funding are still heavily influenced by government regulations. And wherever government money flows, bureaucracy and inefficiency often follow. The idea of school choice sounds good in theory, but when government funding is involved, stifling regulations follow. While initially moving children from public to alternative schools may goose the system, ultimately government dollars mean government schooling, wherever they flow. In practice, "school choice" will offer only a slight variation or counterfeit of the same old system, not the true freedom for parents to make meaningful decisions for their children.

Another catch is that, for obscure reasons, the money that "follows the child" is never the amount records show an average student in that state costs the state, meaning about half of the money disappears into the ether. In Florida, each student was eligible for about \$8,000 the first year, while the average student costs the state about \$16,000/year. Who keeps the other \$8,000?

The core problem may not even be the structure of the schools themselves or the faulty funding calculations but the extent of government involvement. Studies consistently show that the most significant predictor of academic success for children is not government policy. (Common Core and Race to the Top are examples of enormous, expensive government failures.) The best indicator of a child's scholastic aptitude is parental involvement—and that's regardless of the parent's level of schooling.

One might imagine the government would know this and seek to involve parents as much as possible, yet, over time, schools have increasingly excluded parents from meaningful participation in their children's education. Many schools have eliminated anything resembling parent-teacher conferences and moved materials online and away from parents' supervision, and parents are often kept out of key decisions, even on sensitive issues like gender identity, where school policies may conflict with family values. These developments, considered together with notable internet moments showing school boards refusing to allow parents to speak in meetings, reveals a systemic contempt for parental involvement. This is a troubling trend that only further erodes trust in the system.

Instead of focusing solely on expanding school choice through government-funded options, we should look for ways to empower parents and local communities. One practical solution is to decentralize school management. Instead of county-level school boards, which are often disconnected from the needs of local families, we should create school boards that are specific to each school. These boards should consist mainly of parents from that school, ensuring that decisions are made by those most invested in the success of the students. While this wouldn't be a full return to the one-room schoolhouse, it would be a step in the right direction, giving parents more control over how schools are run.

This approach also taps into the power of competition. Just as states in the U.S. serve as "laboratories of democracy," individual schools could become competitive hubs for educational innovation. Healthy competition fosters excellence, and while it may result in some schools declining, competition pushes everyone to do better.

Of course, homeschooling represents the ideal form of education for many families, and it's worth noting that homeschooled students tend to score 15% to 25% higher on standardized tests than their public school peers. The best explanation for that is parental involvement in the daily education of those children.

As so many parents feel incapable or are simply unwilling to homeschool, localizing our schools is a step in the right direction. It offers a solution to the threatening encroachment into the nation's school that school choice promises while offering parents more direct influence over their schools and greater involvement with their own children. If we can withdraw federal and county-level control to allow schools to operate more independently, driven by their communities instead of obscure bureaucracies, we could see real improvement. A shift toward local control would create a more responsive, accountable system that truly serves the needs of students and families.

In summary, school choice, as it's often presented, is not the panacea it's made out to be. Instead, true, successful educational reform requires greater parental involvement, more localized control and a shift away from government oversight. By empowering parents and communities, we can build a system that works for everyone and make America smarter. 🇺🇸

Sam Sorbo is a multifaceted talent and a leading advocate for parental freedom and the protection of children. She studied biomedical engineering at Duke University before pursuing a career as an international fashion model and award-winning Hollywood actress. While filming in New Zealand, she met her husband, Kevin Sorbo, star of "Hercules," and they married soon afterward. The Sorbos have home-educated three children.

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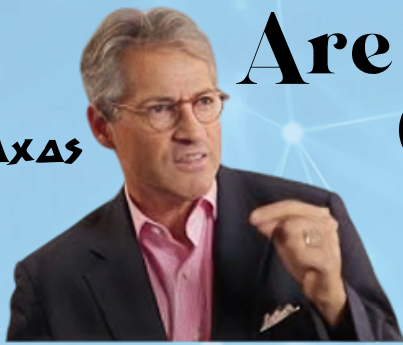
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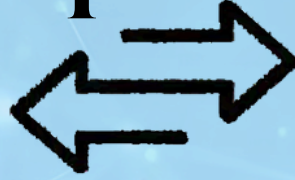
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METAXAS



Are Science & Faith Compatible?



LENNOX



Eric Metaxas: The issue on the table is this false idea that science and faith are at odds. You, to my mind, are the best person to speak on that subject, and I just thought if we could speak about that for a little bit during the time we have, I'd be grateful to you.

John Lennox: Well, we can. Socrates was an amazing man because he made his impact on culture and philosophy by asking questions. I sense that your motivation in all of this is to really get people perhaps to go outside their comfort zone and ask the big questions.

JL: I spent my entire life—even before I'd heard of Socrates, I heard of him very young—asking questions and being curious about the universe. This huge question that you've introduced came about in my case because I was fascinated by mathematics from a very young age. I grew up in Northern Ireland, yes, with parents who made me inquisitive because they allowed me space to think. They were Christian, but they were big enough and they loved me enough to let me think and let me explore. They actually encouraged me to study other worldviews, which was very remarkable. My father handed me a copy when I was thirteen of *The Communist Manifesto*, and I said, "What's that? Should I read it? Have you read it, Dad?"

"No," he said, "but you ought to because you need to know what other people think." That set me on a lifelong process of playing Socrates. I actually do that, but that's in the business school in Oxford, I play Socrates. I use Plato to ask business executives about the big issues in life. But to your question, the contrast between science and faith...I'm going to say, science and God and not science and faith because faith is involved in science.

Now, I know when you introduced me, you were using faith in a sense of religion and belief in God. I regard that as slightly dangerous because it gives people the impression that you've got science here, and you've got faith there—and the two don't meet. Well, faith in English has at least two meanings: one, religion. The Christian faith, the Muslim faith, the Jewish faith, and so on. But it also has a natural meaning: trust, belief, and so on. I shall be saying—if I get the opportunity to remember in my old age to say so—that science has faith at its heart. So, it's not science here and faith over there, and I'm going to be talking about not faith in the sense of religion, but faith in God and science. Now, why that's important to me? There are several reasons. But firstly, because I was curious. I had a Christian background but wanted to discover just where my mathematics fitted inside science and then, where my science fitted inside the big picture.

EM: Let me stop you for a moment. That's a remarkable statement. Most people have very little fascination with math. It's difficult. So, the idea that you were fascinated by math and wanted to pursue math is something. But what was it that made you want to fit math into science? Because I would guess that most mathematicians don't leap into the world of science. You've leapt rather fully into that world, and you've not left your math behind. But what was it that pushed you to be inquisitive about science from the position of a mathematician?

JL: Well, I think it involves Christianity in a very profound way, because I hadn't been studying mathematics long. Now I'm talking about being a teenager now, long before I got to Cambridge. I'm a teenager and I'm reading, and I discover statements like Kepler's statement that God has revealed to us the secrets of the universe—something like that—in the language of mathematics. I discovered this pretty early on through my reading of C. S. Lewis, actually. Because C. S. Lewis was a literary genius, but he understood in a way that some scientists don't the big issues that arose [with regard to what we are discussing today]. He made a statement in one of his books, and it really stuck with me. I've used it all my life, and I'm going to use it now.

He looks back at the origin of modern science. Modern science arose in the sixteenth and seventeenth centuries with people like Galileo, Kepler, and Newton. Let's just stick with those three. He makes the point—which many other people have observed and about which many books have been written—that these extraordinary figures were all believers in God. So, the question comes up: Is there a connection between belief in God and doing science? The answer is—and it still is today given by most people with nuances—that there's a very profound connection. Lewis put it, as usual, brilliantly. He said, "Men became scientific. Why? Because they expected law in nature, and they expected law in nature because they believed in a lawgiver." When I discovered that, I thought, "This is wonderful," because it's telling me that far from their belief in God hindering their science, it was their belief in God that drove their science. It was the motive that drove it, which is why I found your question, which is right at the heart of particularly our Western culture today, ironic. It's ironic that today people are saying, "Science and God are incompatible," when the very people they depended on, the real geniuses of science, all believed in God. They didn't see any inconsistency. Now, I learned that pretty young, and what it narrows down to is the very interesting fact that mathematics works.

EM: That idea that math makes sense somehow, that the world of science is related to mathematical equations...Most lay people would never think about that. Even when I have read about this concept in a newspaper article that some mathematician or some scientist is marveling at the idea that the laws of nature can be understood and that they can be described by math, they seem to make it sound stunning, that it's startling. But to lay people, it's almost as though we don't understand why it's stunning or startling. In other words, maybe we associate math and science in such a way that we think, "Well, of course, it's got to be that way."

JL: That's right. But it took a really great mind to see that it was stunning. Albert Einstein said, "The only incomprehensible thing about the universe is that it's comprehensible," and he was clever enough to see there was an issue. In 1961 Eugene Wigner—who also with Einstein won a Nobel Prize for physics—wrote a paper which is much loved by mathematicians. He called it "The Unreasonable Effectiveness of Mathematics." Now, that's very interesting.

In other words, you shouldn't expect mathematics to work. Now, Richard Feynman, the great American Nobel Prize-winning physicist, said the same thing. It's just stunning that it actually works. For example, here is somebody, and she's a mathematician. And she's thinking in here about the universe out there. She comes up with equations, and they describe what's out there. How does that possibly work in such a way that it gives us power over these things? Newton and his law of gravity, and his laws of motion alone—without even Einstein's corrections—can help us send a person to the moon. How does that actually work? Now, what interested me, and this is a bit later on at university, I read Wigner's paper. I've read it several times.

EM: Wigner wrote the paper in '61, you said.

JL: Yes, "the unreasonable effectiveness..." I said, "What do you mean by unreasonable? What is the worldview that's driving that verdict?" That opened a whole world to me that wasn't apparent in terms of its significance until the last ten years or so when I saw how powerful it is. Because one of the things now that I say to people is, "My main reason for not being an atheist as a scientist...it's not that I'm a Christian. It's because I can do science. Because the only thing that makes reasonable the effectiveness of mathematics is my faith in God."

EM: That's a very radical statement. One almost never hears that statement, even from people speaking on the very subject on which we're speaking. You're saying that not only are science and God compatible, you're saying, no, in a way that's wrong. They're not merely compatible. Science drives you to believe in God.

JL: That's right. Let me make it even more provocative because I could tell that you're quite a provocative guy, and I like it. You see, let me put it this way. I feel, I think, and I believe there's evidence for the fact that faith in God and science sit very comfortably as they did in the minds of Galileo, Kepler, and Newton. What doesn't fit together is science and atheism.

I think that atheism undermines science for a reason that is connected with the effectiveness of mathematics. Because it is a major argument these days. You see, we have this trust as scientists and as mathematicians in human reason. We rely on our human reason to get to our conclusions. Now, in the 1940s, C. S. Lewis was writing about this, and I think people didn't really grasp what he was saying. He said, "Any theory of mind that undermines the validity of human reason cannot be true because you reach that theory by reasoning."

EM: These are big ideas, and they're very important ideas. He phrased it in such a way, Lewis did, at some point ... I can't remember the exact quote, but he said, "If the universe made no sense, we should never have discovered that. We never would be able to discover that."

JL: That is part of it. That goes down to the root of it, the reason for it, and he put it brilliantly. But it wasn't in the center of the big debate, not to the extent it is today. Because what's happened in the last four or five years is that a very prominent atheist is beginning to use Lewis's arguments, and that has changed the balance completely.

EM: Who is that?

JL: It's Thomas Nagel, in New York City, at NYU. But if you like, I'll backtrack a bit so that we can unpack this, so that it makes a kind of sense. Lewis is suggesting that if you undermine the validity of reason, your theory is wrong. Now, I'm suggesting that that's why Wigner said, "Mathematics is unreasonably effective," because his worldview, which was atheistic, followed to a logical conclusion, actually destroys rational thought.

Now, let me put it in the form of a discussion I frequently have. I tease people, my fellow colleagues. I say to them, "Tell me what you do science with." Of course, if they're in the physical sciences, they'll tell me about some very expensive piece of equipment. They've got a billion-dollar something or other. I say, "No, no, no. I don't mean that I mean ..."

"Oh," they say, "You mean my..." and they're about to say "mind," where they remember it's not politically correct to say mind. So, they say brain...

EM: I had no idea things have gotten to the point where it's no longer politically correct to say mind. This is an amazing idea. The idea that the mind is not the same as the brain. The idea that if we were only moist robots, as somebody disgustingly put it... [Grimacing] Computing meat. If that were the case, then in effect, anything like a computer ought to develop consciousness, but nothing that we ever know of except humans has consciousness. So, the mind is separate from our mere brains, but it has gotten to the point—and I just wanted to annotate that or underscore that—that you're saying that in the world of science at Oxford, people are afraid to use the word mind because it implies that there's something beyond the physical material brain.

JL: Yes, that's right. But it's not all people. If we step back from this, let's put this in a bigger framework. What we're up against in the culture is the logical conclusion of a materialistic view of the universe. Let's go back to Socrates and Plato because that'll help make things clear. In the world of their time, about 300 BC or so, the Greeks were divided in their view of the big question, "What is the nature of ultimate reality?" Now, Socrates, Plato, and Aristotle all believed in the gods. They believed there was something more than the physical universe. But Democritus and Leucippus were geniuses because they developed the atomic theory. The atomic theory is one of the most important things ever discovered. Richard Feynman made a very interesting statement. He said, "If all of science was lost, but there was one result that we could preserve to pass to the next generation, just one, it would have to be the atomic theory, that everything is made of atoms." Now the Greek word atomos means indivisible. We know they're divisible, but the basic idea is there is stuff, very tiny stuff and everything— but everything—is made of that stuff.

EM: I have to say, as proud as I am to be a Greek, the idea that someone in Greece in the fourth century, Democritus, came up with that idea...How in the world—without going into this too much—but how could they back then have come up with this idea?

JL: Well, by a brilliant piece of reasoning. They could take a piece of wood, and they could cut it, and it was smaller and smaller and smaller and smaller, and they reckoned there must be a point at which that process stops by something that couldn't be cut. This is the basic stuff of reality. But then they made a leap that this would be all of reality. Now, that view barrels up through the centuries and it sits in Oxford. It's, in fact, the dominant philosophy in Western academia, and we call it materialism. Now, there's another version, which we call naturalism. They're both atheistic. They both deny anything beyond, but some give a little bit more weight to the existence of the mind that's independent of matter. Now, if you are a materialist, then you are going to say that when everything else is said and done, mind reduces to brain. That's all it is. Brain reduces the physics and chemistry, and all we are is physics and chemistry.

Now, back to my little story. Let's suppose that's true for a minute, and I say to my friends, "Tell me what you do science with." "I do it with my brain," they say. "Tell me about your brain," I say. I have great fun with this.

"What is the brain? Give me the short story." "Well," they say, "the short story is the brain is the end product of a mindless, unguided process."

I look at them and I smile, and I say this, "And you trust it. You trust it. Now, tell me honestly," and I let this sink in, "if you knew that the computer you use in your laboratory or any of the instruments was the end product of a mindless, unguided process, would you trust it?" I've never had the answer yet to that. No. And I say, "Now, there's a problem there. Can you not see that you are using something that your theories—that is your philosophy, your worldview of what is ultimate reality—is destroying the very thing you want to trust?"

I regard that as totally inconsistent. Now, from where I sit, atoms aren't ultimate reality. Ultimate reality is God who is mind. So, I say, "You've got it exactly the wrong way around. The fundamental stuff of the universe is not mass energy. It's spirit. God is spirit. He's not material. And therefore, I believe mathematics is very reasonably effective, because mathematics, being a product of the human mind is a reflection of the God in whose image we are made." That is why science rocketed up in the sixteenth century, because that's exactly what Newton and the company believed.

EM: Couldn't you take this even another step and say that the reason God gave us science—or gave us the kind of minds that would want to know and that would eventually discover that science can be the path to discovering everything else—was so that in the end we would discover Him? In other words—and this would really upset scientific atheists—that the whole point of science is for us to discover the God who created the universe?

That that's why the Lord gave us a planet where we have a transparent atmosphere and we can see the stars, and we can discover all kinds of things—that God designed the universe and designed is in such a way that we would, by doing science, ultimately discover Him?

JL: That's right. 🇺🇸

LEARN MORE WITH THESE GREAT VIDEOS!

DOES SCIENCE POINT TO GOD?



WATCH VIDEO

Eric Metaxas, speaker and author of numerous books including *Is Atheism Dead* brings confidence clarity to the question of God's existence. This video was part of a paid Fathering series, but we're delighted to now share it free of cost. For more great content, visit RealFreedomTalk.com

RECONCILING SCIENCE & RELIGION



WATCH VIDEO

Discover how to reconcile science and religion so young people won't join the 1/3 with a Christian background who move away from the Church because they believe it's anti-science. Scientist, author and theologian Kelly Walker gives you the tools your kids will need to address this important issue.

Chapter 10: Origins

WATCH VIDEO

Do you have a good idea of how everything got here? When and how did the universe come about? Has it always been here? Where did you come from? How is it that you have intelligence, self-awareness and a conscience? Where is the "self" located? These and related questions are very important because they speak to not only where we come from, but why we're here and where we're going.

Nature and the Meddling Intellect



[Read the full article
in the July 2022 issue.](#)

Kelly J. Walker, M.S.

"At best, we are taught to 'appreciate nature' as though it were merely a scenic attraction and not the source of life itself." Tom Brown, Jr. Field Guide to Nature Observation and Tracking

Nature runs in intricate, age-old cycles. The soil gives to the plants; plants return their nutrients to the soil. Rain and snow fall in the mountains, flow to the sea, and are returned by the clouds. Humanity has stepped into this complex picture, often ignorant of or disregarding the contributions we owe nature as we take our place in it.

We replace the wisdom of nature with the cleverness of man.

We breathe it, it feeds us, and we are literally made up of it; and yet we view it as something outside of ourselves. Even our words imply a sense of separateness. "Environment" is something around us, not something we are a part of. It seems as if our commercial and hyper-scientific world thinks it can eat up the natural world and spit out something better, as if the synthetic and toxic can replace the organic and sweet. As Wendell Berry put it, we replace the wisdom of nature with the cleverness of man.

But we're not so clever as we think we are, and in taking shortcuts to solve what we perceive as problems nature puts in the way of "progress," we have created unnatural and virtually irreversible consequences. Often what have been seen as problems were things that were blocking our misguided and greedy notions of "progress" and manifest destiny, quietly counseling patience and wisdom. We should, instead, have slowed down and asked what kind of progress would have been truly compatible with the lands we were moving into. Sometimes so-called problems are simply mysteries of nature for which nature also holds the answers.

But we, in our arrogance, have thought so often that we can ignore nature and apply our own shortcut answers and make a better, "manageable" world. Beauty is too wild to be managed, too fragile to be carelessly used; it is to be cherished and protected.

We were meant to be stewards of the world, to beautify it and take care of it so that all may enjoy it. The Christian view of nature is that it is a creation of God expressing His character. We can learn about the Creator by experiencing the creation. The first job for the first humans, according to Genesis, was to "dress and keep" the Garden.

So how, you might ask, have Christian nations become so separated from the Creation? Why do most people live in large cities where they cannot see the wonders of the night sky? Why are our once wild rivers dammed up until they are no longer rivers, but rather a series of impotent ponds strung together like beads? Why is our air polluted and our water toxic? Why is it that most people have no connection with the soil and with growing plants, but instead buy all their food encased in plastic? Why do we have huge industrial "farms" that inject synthetic fertilizers into the soil until it is a nearly lifeless drug addict, while animal manures and other organic matters that could bring life to the soil in nature's great organic cycle are considered problem waste? Why are we killing our oceans and the life in it that we so depend on?

We must stop thinking that all we have to do is wait for science to find a better cure.

How have we gone so wrong? The problems we see today in humanity's relationship with nature are not just management problems. We must stop thinking that all we have to do is wait for science to find a better cure. These problems come from a lack of knowledge and wisdom to learn in humility from the Creation, and they stem from spiritual problems such as greed, selfishness and a lack of reverence. We have profaned the holy in our ignorance and impatience. We are beginning to pay for our sins and the sins of our fathers.

How sad it is that most people live on a planet they hardly even know, separated from what makes it special and divine. Our home is contaminated by pollution of land, air and water. We take the natural forms of things and change them at the molecular level, removing them.

[Read the full article in the July 2022 issue.](#)



Shekels With Shackles:

Could "School Choice" Kill School Choice?

By Alex Newman

States across the country—especially those controlled by Republicans—are moving rapidly to open up the floodgates of tax money for private education and homeschooling. At the federal level there are similar moves taking place. Many conservatives are celebrating. But history and even current events show red flags everywhere.

In the early 1990s, the idea that "money should follow the child" gained traction in Sweden, promising "school choice" and increased competition in education. The concept sounded so appealing that it received broad support. However, within two decades, it was clear that "school choice" had actually become a Trojan horse for government control.

Sweden's universal school choice policy, introduced in 1992, initially appeared to empower parents. But by 2010, government mandates stripped private schools of almost all independence. State funding required schools to teach the government curriculum, including controversial social policies. Christian schools were forced to eliminate Bible reading and prayer. Homeschooling was outright banned, forcing families to flee the country.

In short, "school choice" turned every school into a government-controlled institution. Think of tax funding as the "cheese in the mousetrap." It looks delicious. But as soon as the mouse grabs it, the trap closes and it's all over.

The same pattern was repeated in Australia and South Africa, where government funding gradually imposed regulations that made private schools indistinguishable from public ones. In Canada, state-funded religious schools are now required to teach government-mandated curricula, including LGBT content.

The same creeping control over home education and private schools is already emerging in the United States, too. And without action, it may only be a matter of time before the line separating private and home education from government education becomes blurry or even non-existent.

In New York, Jewish yeshivas receiving public funds are being pressured to align with government standards. Charter schools and various tax-funded education options are displacing independent private schools or even making them dependent on government largess. More and more states are imposing "accountability" and "transparency" requirements on educational recipients of tax money, too.

Florida's House Bill 1, passed in 2023, offers a cautionary tale. Initially, the bill required students receiving funding to take government tests and meet with a "choice navigator" each year to determine the "educational needs" of children. Though some of these provisions were removed after public outcry, the law still opens the door wide to intrusion.

Arizona's program, the first "universal school choice" scheme, demonstrates clearly how government entanglement can harm genuine school choice. Under Arizona law, homeschoolers who take public funds lose their homeschool status. With a Democrat governor at the helm, the effort to impose "high standards" and other requirements is now underway.

Many homeschoolers across the state have already been reclassified as ESA students after taking the government money. The program has also failed to get significant numbers of students out of public schools. Instead, it has drawn once-independent homeschoolers into dependency and ultimately control.

State-funded scholarships often come with anti-discrimination requirements that force Christian schools to compromise their values. In Wisconsin, Milwaukee's voucher program prohibited private schools from requiring Bible classes or chapel attendance. Alaska's homeschool assistance program banned religious materials.

This is the norm. The Government Accountability Office (GAO) found in a 2016 study that voucher and choice programs almost universally imposed new government regulations on private schools. Oftentimes, these demands include government-mandated testing, all but ensuring that the teaching will change, too.

And yet, such programs are spreading, often labeled as "Educational Savings Accounts," "Empowerment Scholarships," or "backpacks" with tax money for students. Proponents argue that these systems improve academic performance, but history suggests they pave the way for government interference. Calls for this are growing.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) openly supports using tax subsidies to bring private schools under government control. A recent UNESCO "Global Education Monitoring" report advocated tax funding for "non-state education providers" to centralize control over curriculum, standards, admissions, and more.

It argues, among other ideas, that education is a "public good," and the state is the "duty bearer."



The document also reduces parents to "stakeholders" to be "overcome." And it argues that funding by government must include oversight by government. The UN has pushed this decades, insisting that education further UN goals.

The Organization for Economic Cooperation and Development (OECD) mirrors UNESCO's strategy. Across Europe, governments provide subsidies under the guise of "choice" while ensuring all schools follow government regulations.

To be fair, the warnings are not new. Former U.S. Education Secretary Richard Riley, for example, warned that public funding erodes private schools' independence, saying, "[Vouchers] threaten the very nature of private and parochial schools." He was right, of course. That is almost certainly why billionaires such as Bill Gates are bankrolling the movement.

Charter schools further illustrate the risks of state-controlled "choice." Though they perform slightly better than public schools academically, they remain government institutions bound by Common Core and regulations. Research shows they siphon students from private schools, too, ultimately weakening independent education.

Even in states without immediate restrictions, courts have repeatedly ruled that government funding necessitates accountability. Former Arizona Superintendent of Public Instruction Diane Douglas warned these programs will inevitably extend government control. Lt. Col. E. Ray Moore (Ret.), founder of Exodus Mandate, calls voucher schemes a "Trojan Horse" threatening the existence of private education.

Beyond regulatory concerns, voucher programs create a welfare dependency mindset. Advocates liken school vouchers to food stamps, but this assumes government should provide education rather than allowing families and private institutions to fulfill the role. Historically, churches and charities handled education effectively without state interference.

About the author: Alex Newman is an award-winning journalist, educator and author who has written two books on education, *Crimes of the Educators* and *Indoctrinating Our Children to Death*. He also serves as senior fellow for Classical Conversations, the nation's largest and most respected homeschooling program with 135,000 students. Finally, Alex helps lead Public School Exit in his volunteer role as executive director.

CEO Robert Bortins of Classical Conversations, the nation's largest homeschooling program, argues state-funded programs inflate costs, increase bureaucracy, and fail to improve outcomes. "When we build structures on government funds, we build on sand," he told me. "ESAs are Marxist-lite market manipulation techniques that will fail and bring down thriving private alternatives with them."

Powerful national organizations, including the Home School Legal Defense Association (HSLDA) and the Association of Classical Christian Schools, actively resist government-funded "choice" programs. Independent schools such as FreedomProject Academy refuse public funds to maintain independence. But "free" money, like cheese in a mouse trap, is hard to resist.

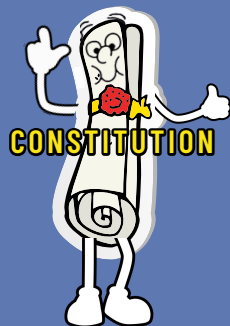
To avoid government entanglement, some legislators propose non-refundable tax credits. Private scholarships and charitable organizations can support families without compromising educational freedom. There may be ways to help parents keep more of their money while avoiding the pitfalls of dependency and control. But there must be extreme caution.

Ultimately, parents must reclaim responsibility for their children's education. The reason so many millions of parents make the sacrifice to homeschool or pay for private school generally includes concern about government-run schools. This author documents extensive reasons for these well-founded concerns in the new book *Indoctrinating Our Children to Death*. What a tragedy it would be if, after decades of fighting to protect educational liberty, government funding made home education and private schools more like the system parents are trying to escape.

Millions have already left public schools, and millions more will leave in the years ahead. But with the prospect of "free" money, many risk falling back into government control. Preserving genuine school choice requires rejecting state funding. The future of American education and freedom depend on getting this right. 🇺🇸



LET IT BE TAUGHT IN SCHOOLS!



The failures of our current educational system are finally being highlighted more openly, bringing with it the expected calls for reform. Many are clamoring for phasing out the U.S. Department of Education entirely[1], while others offer solutions inside the classroom such as the banning of cell phones.[2] President Trump has called for an end to the indoctrination of our children[3], and for the promotion of patriotic education, which is something that dementia Joe actually prohibited by Executive Order in 2021 most likely by autopen.[4]

While most of the proposed solutions are a step in the right direction, the best idea for improving American education was made way back in 1838.

In an address given in Springfield, Illinois, Abraham Lincoln argued that the Constitution should be the foundation of our education system: "...to the support of the Constitution and Laws, let every American pledge his life, his property, and his sacred honor...let it be taught in schools, in seminaries, and in colleges; let it be written in primers, spelling books, and in Almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the nation." [5]

Had we been following this sage 19th Century counsel already it would have saved us from all the societal problems we are now facing. This nation would be free from the control and tyranny of secret government cabals, foreign influence, and evil and conspiring, destructive forces. Tragically, we ignored this counsel, and our children have no real knowledge our Constitution and they certainly do not treat it as our "political religion." In fact, they have been worshipping at the footstool of communist ideology in our schools for far too long.

I have been writing about our Constitution for many years using the words of the Constitution, the words of the Framers as recorded in The Federalist Papers, and the writings of the Founders. Those words clearly illustrate how far we have strayed from our Constitution. If we truly want to save our Country, Lincoln's advice must be followed in the classroom. We must eschew the words of the politicians and judges who have perverted the clear meaning of those words. Their indoctrination has created an alternative version of our Constitution in the minds of everyone. If we want to get serious about Lincoln's advice, we need to start to start teaching the following basic four constitutional principles to our children:

REPUBLICS V DEMOCRACIES



The most basic constitutional principle that our children should learn is that we are a Republic and NOT a democracy. Tyrants and communists love democracy. Stalin put it best when he said "Those who vote decide nothing. Those who count the vote decide everything." [6]

According to Madison, democracies also can't control the "violence of faction" [7] or protect the individual's personal and property rights against the "superior force of an...overbearing majority." [8] Democracies also produce things like the CIA's open-borders policy which has been used to try and actually collapse our Country and replace it with a globalist order. [9]

The word democracy does not even appear in our Constitution, because, as Madison explained, our constitutional form of government was "strictly Republican." [10] Unfortunately, crooked politicians and judges have changed our Republic into a democracy with their corrupt traditions and with the 17th Amendment.

Our Constitution actually mandates that the presidential electors must remain independent from the 51% democratic majority. Sadly, we've allowed our Constitution to be changed through corrupt traditions that began to take hold in 1824. Constitutionally, the state cannot force presidential electors to become a rubber stamp for the political party and its democratic vote, but that is what we've allowed to happen. [11]

Originally, U.S. Senators were also supposed to be appointed by the individual state legislatures. Madison explained that "The Senate will be elected absolutely and exclusively by the State legislatures...[and] will owe its existence more or less to the favor of the State governments and must consequently feel a dependence" on them. [12] Under the 17th Amendment, the process was changed to election of Senators by a democratic majority. This shifted the loyalties of the Senators from the state to the political party.

These two changes have completely destroyed the republican form of government created by our Constitution where the states would control the national government by independent Presidential Electors and legislatively appointed U.S.

Democratic elections took away the states' control of the national government and put it into the hands of the political parties. Of late, many people are beginning to understand that the political parties are controlled by a small oligarchy (i.e., the Uniparty) and that the political parties are only concerned with the party's agenda and NOT the best interests of the states.

States are also supposed to be Republics and not democracies. The Constitution imposes a mandate on the national government to "guarantee to every State in this Union a Republican Form of Government." [13] The national government has never fulfilled this obligation, which is why every state in the Union now operates as a democracy.

This is the reason why the large population centers in each state control everything. The rural areas have no voice in their own affairs. This harsh reality has driven several areas to pursue secession from their states in order to annex with another one. This is not a permanent solution, however, since the only way to fix this problem is to get rid of democracy and restore a republican form of government wherein the counties control the state government and not the other way around just like the states are supposed to control the national government.

LET IT BECOME THE POLITICAL RELIGION OF THE NATION

All of the so-called election integrity efforts will only compound the problem as it will ensure the permanency of democracy. In a democracy, the political parties will continue to control D.C. Corruption will never go away. The political parties will continue to feign loyalty to their constituents in order to get elected but will always tow the party line once in office. Individual rights will continue to be curtailed by the “overbearing majority’s” political party.

Teaching this basic, indispensable constitutional principle of republican government to our children will ensure the survival of our Country. Otherwise, we will never have consistency in government. It will always be the ping-pong political party back and forth that we have today where one party gets into power and reverses everything that the previous party did until they completely destroy us.

FEW AND DEFINED POWERS

Under our Constitution, “The powers delegated by the proposed Constitution to the Federal Government, are few and defined. Those which are to remain in the State Governments are numerous and indefinite.”[14] Madison spelled out exactly what those “few and defined” powers included so as to leave no room for speculation.

The federal government’s powers, he wrote, “will be exercised principally on external objects, as war, peace, negotiation, and foreign commerce.” In order to avoid any further confusion as to exactly what he meant, Madison went on to explain that all remaining powers “reserved to the several States [people] will extend to ALL the objects which, in the ordinary course of affairs, concern the lives, liberties, and properties of the People, and the internal order, improvement, and prosperity of the State.”[15]

In other words, the national government can only exercise the powers that are specifically listed in the Constitution. It does not give the national government the power to govern without limitations. For example, the Constitution does not give the national government the power to govern the environment, education, health, food, drugs, guns, insurance etc. In spite of this truth, it should be obvious to anyone paying attention that the national government now operates without any limitations and that the Constitution exists in name only.

GOLD AND SILVER

Madison referred to paper money as a “pestilence”[16] and a “wicked project”.[17] Washington, Jefferson and most of the Founders felt the same way.

Madison recorded in his notes during the debates of the Constitutional Convention that the power to grant Congress the ability to print paper money in the Constitution was voted down thereby making gold and silver the only money authorized by the Constitution. More specifically, Madison explained that he voted to strike the words giving Congress the power to “emit bills of credit on the credit of the US,” when he “became satisfied that striking out the words would...

cut off the pretext for a paper currency, and particularly for making the bills a tender for public or private debts.”[18]

The Constitution also prohibits the States from printing paper money. Madison explained it this way: “The power to make anything but gold and silver a tender in payment of debts, is withdrawn from the States, on the same principle with that of issuing a paper currency.”[19]

This all changed in 1871 when SCOTUS decided to ignore our Constitution entirely. They made the argument that Congress actually could authorize a paper currency. SCOTUS argued that without that power “the government is without those means of self-preservation.” [20] With that decision, SCOTUS began the arbitrary rule by political expediency.

Paper money is the real reason everything has run amok in D.C. As long as they can print all the money they want, they will. Balanced budget amendments, legislation trying to reign in spending, or even the efforts of D.O.G.E will never fix the problem. The only way to fix it is to return to the money of the constitution—gold and silver.

TAXATION

The final constitutional principle that needs to be taught in our schools is the truth about taxation. Stated succinctly, this principle means that the power to tax is not a power unto itself. In other words, it cannot be used independently of government’s few and defined powers.

For example, there is no power given to Congress to redistribute wealth, hand out money to state and local governments, or provide aid to foreign governments. Constitutionally, Congress cannot tax us for those kinds of illegal activities. The reason they have been able to violate our Constitution in this regard is because they are not tied to gold and silver. A paper currency allows Congress to print money without limitation and then to use that money to bribe everyone into compliance with their unconstitutional schemes.

Madison warned us that as long as we stayed true to the Union created by the Constitution, we would be fine, but if we ever destroyed our compound Republic, which we have done, “America will be but a copy of that of the continent of Europe. It will present liberty everywhere crushed between standing armies and perpetual taxes.”[21] Since we’ve completely ignored Madison’s warnings, we now find ourselves cowering like slaves before a Stasi-like IRS while they use our tax dollars to fund the military industrial complex that instigates and fights wars all over the globe.

If we could just start following the above four basic constitutional principles, the entire corrupt political structure would be destroyed forever. Our personal liberties would be restored and we could live without fear of overreaching national, state, and local governments.

Too many of us have been indoctrinated to believe things about our Constitution that are false and difficult to unlearn, which is why we need to start afresh with our children. They need to be taught the truth about the Constitution in the tradition of the Framers and treat it as the political religion of our Country, only then will we be able to restore our Republic—and that within a generation.

“Train up a child in the way he should go: and when he is old, he will not depart from it.”[22] 🇺🇸

**MADAME
PUBLIUS**

¹ <https://www.whitehouse.gov/presidential-actions/2025/03/improving-education-outcomes-by-empowering-parents-states-and-communities/>
² https://theesemillennial.com/risk-factors-for-cell-phone-bans-in-schools-citing-poor-performance-students-mental-health/#google_vignette
³ <https://www.whitehouse.gov/presidential-actions/2025/01/ending-radical-indoctrination-in-k-12-education/>
⁴ *Id.*
⁵ Abraham Lincoln, *The Perpetuation of Our Political Institutions, Address to the Young Men's Lyceum of Springfield, Illinois*, January 27, 1838.
⁶ *Madame Publius, Democracy and The Communist Manifesto*, August 23, 2024.
⁷ Madison, *The Federalist Papers*, Ltr. 10, ¶1.
⁸ *Id.*
⁹ https://x.com/0101StreetDope/status/190401316022295697?utm_source=shareback&utm_medium=email
¹⁰ Madison, *The Federalist Papers*, Ltr. 39, ¶2.
¹¹ Hamilton, *The Federalist Papers*, Ltr. 68.
¹² Madison, *The Federalist Papers*, Ltr. 45, ¶4.
¹³ U.S. CONST. Art. IV, §4.
¹⁴ Madison, *The Federalist Papers*, Ltr. 45, ¶9.
¹⁵ *Id.*
¹⁶ Madison, *The Federalist Papers*, Ltr. 44, ¶4.
¹⁷ Madison, *The Federalist Papers*, Ltr. 10, ¶22.
¹⁸ <https://fee.org/articles/the-constitution-and-paper-money/>
¹⁹ Madison, *The Federalist Papers*, Ltr. 44, ¶4.
²⁰ *Knox v. Lee*, 79 U.S. 457, 529 (1871).
²¹ Prov. 22:6

FOOTNOTES





GUIDEBOOK FOR A SON

Guidebook for a Son was first conceived as a lasting gift for my sons, but I am pleased to share it as a resource for you. The book contains varying levels of complexity so that even younger readers will gain some value, learning more from it each time they dig into it throughout the stages of their life. Young men between the ages of about 12-25 will probably get the most from Guidebook, but it is my hope that readers of any age or gender will find treasure here. I'm sure you know by now that kids pick up a lot more than we give them credit for!

There has never been a time when young men have needed guidance more than now. The world is changing so quickly that many are denied the deep wisdom they will need in order to navigate the perplexing challenges of a society detached from the roots of mother earth and skeptical of Father God.

Teachers are given no choice but to cater classroom activities to federally mandated benchmarks, rather than encouraging the hands-on, active, experiential way that boys learn. As a result, a love of learning is too often squelched by the system. Forget teaching boys how to develop into men of courage, virtue and strength.

Development of the whole person is neglected in the frenzied push to meet standards and leave no child behind. However, without a passionate love of learning, without guidance in how to live and how to make one's place in this world with grace and courage, a child is already behind, no matter how early he reads, how well he can do "grade-level" math, or how nicely he can sit still all day and follow the group dynamic.

Sadly, the principles, stories and lessons passed down through thousands of years of history and literature, never more needed than now, are collecting dust.

The wisdom and eloquence of classic writers, poets and philosophers once stretched young minds to engage in an ongoing conversation by which humanity has progressed over millennia. But the attention span of the modern American has atrophied on a steady diet of anemic memes and terse social media posts. The abbreviated staccato of text messages and chats has replaced the art of eloquent and meaningful letter writing and in-person conversation, to the detriment of the human spirit.

Albert Einstein said, "Imagination is more important than knowledge," but where is imagination in a world of one-size-fits-all standardized education? There seems to be little room for individualism and self-motivated learning sparked by a desire and ability to follow lines of curiosity.

The first decades of the 21st Century have seen a dramatic shift from the rich educational traditions of Western thought and Judeo-Christian ethics to indoctrination, propaganda and the abandonment of belief. The only "truth" students are taught to assume is that there IS no truth! Instead of following the evidence where it leads, practicing logic, empirical science and revelation to discover objective reality, we are told that we each create our own truth through what we feel and identify as reality.

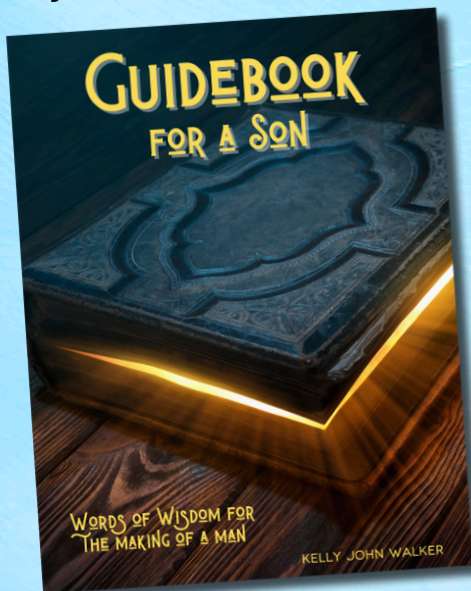
Boys are more likely than girls to be held back, considered "problems," prescribed behavioral drugs and discouraged from being boys, in a monumental effort to change their active, inquisitive natures. Boys are made to feel that their masculinity is "toxic." Rather than being taught to manage and utilize their natural male energy and inclinations, they are encouraged to kill them. This suppression of male energy, curiosity and enthusiastic ambition to conquer challenges produces anchorless, frustrated boys who drift through life without a strong sense of identity, self-respect and confidence.

WORDS OF WISDOM FOR THE MAKING OF A MAN

Boys are increasingly insulated from real life, authentic experience and the frontiers of creativity. They spend more hours in the virtual online world than they do in the woods, fields and vacant lots, creating a condition author Richard Louv calls "Nature Deficit Disorder." Vapid social media and entertainment celebrities have replaced truly great role models like Abraham Lincoln, Teddy Roosevelt, Helen Keller and John Muir. So many of these idols model the baser nature of humanity that the Judeo-Christian tradition has labored over time to deliver us out of. Our children are going back into moral slavery while being deceived into thinking it is freedom. As Benjamin Franklin said, "Only a virtuous people are capable of freedom."

The American educational system does still have much to offer. We are fortunate to have access to public education, and there are many very dedicated teachers, administrators and policymakers who make a difference. But too often teachers are not able to teach in areas they might otherwise venture into with their classes for fear of falling behind mandated test-based standards. Ultimately, raising a boy into a virtuous man is a deeply spiritual endeavor, best achieved through parents and/or adult role models. A boy's learning must go far beyond state and federal requirements and benchmarks if our boys are to become whole and balanced men of character.

It's largely up to you to teach true values to your sons and daughters. *Guidebook for a Son* was written to help you succeed. Some people are horrified by the thought of guiding and directing a child, of "indoctrinating" them with our beliefs. Some believe the State should play this role instead of their parents, and this is a very dangerous idea.



FREE E-BOOK!



State-led spiritual or moral guidance leads to conformity of thought, which when fully developed, becomes tyranny.

There is safety in a diversity of viewpoints, and the nexus of debating our differences allows our children to grow in understanding and expand their minds outside the narrow confines of a single worldview. It is so very important that our young people are exposed to truth and error, good and evil, heroes and villains if they are to truly learn and develop into well-rounded, thoughtful individuals.

Our children need a foundation of taught beliefs. They will eventually step outside their initial boundaries and make their own decisions. The beliefs and teachings of parents provide the launching pad; if parents have responsibly guided their children with a sincere truth-seeking attitude and pointed them in the right direction, they will soar. The caveat is that children should be taught, as they grow, to critically examine the belief systems they grew up with, to learn about many other world views and to hold onto those values and ideas that consistently bear up under the scrutiny of an open, truth-seeking mind and heart.

I have determined, whatever the cost to me personally, to guide, lead and teach my children timeless and true values. I teach them to respect other peoples and their views, to live in a way pleasing to their God, to be concerned for humanity and protective of nature. I lead them into a way of life that will produce long-term blessings for them and for those who will come into contact with them. As they grow up, I will teach them to test and prove everything, including all I have taught them, so that they will learn and grow beyond the levels I have reached. It is essential that boys test the things they are taught by examining them with their minds, their hearts and the experience of living and adjusting to an ever-changing world. This is how a boy builds a meaningful life and a strong identity, while developing core beliefs tempered by an open mind; this is how a boy becomes a man. 🇺🇸



HISTORY'S MOST INTREPID

Life lessons from the most face-meltingly awesome leaders of all time



Ben Franklin Acquires Electricity (1752)

**He didn't
invent
electricity...
He stole it
from the
god!**

Let us take a reverent pause to consider a man so off-the-hook radtastic that it almost defies comprehension. His male-pattern-balding/mullet profile picture probably wouldn't get him many hits on the dating site Unjected.com in today's world, but he nevertheless rocked the heck out of the 18th Century, with French babes signing up for ESL classes in record numbers, fainting at the mere sight of his knee-length hosiery and silk cravat.

Among his many achievements, our man B. Frank invented bifocals, the rocking chair, the lightning rod, the iPad, and Chinese takeout; he founded the nation's first library, hospital, fire and police departments, insurance company, In-N-Out Burger and two U.S. colleges; he was our first Postmaster General, Ambassador to France, Mayor of Awesometown and a tireless abolitionist. He was

too hip to have just one name, so he made up several others for himself, including "Silence Dogood," "Anthony Afterwit," and "Benevolous."

Anywho...did I mention that his face is engraved on the hundred dollar bill, dominating the green over earth-shatteringly righteous icons like George Washington and Abe Lincoln? (P.S. Unlike Ben, these other guys were presidents.) My guess is that the echoes of Ben's humility alone prevented the makers of Mount Rushmore from adding his noggin to round out a basketball team of awesomeness, numerically speaking. A virtue hound like Ben just didn't get the big head. After all, Ben once said, "He that falls in love with himself will have no rivals." I dig that kind of humility.

**I LIKE YOUR PICTURE ON
THE \$100 BILL**

**OH WAIT... NO... THAT
WAS ME**

So, what does this shocking one-man army of awe have to teach us about education? Plenty...like when he said, "A nation of well-informed men who have been taught to know and prize the rights which God has given them cannot be enslaved. It is in the region of ignorance that tyranny begins."

Check these quotes out too!

"If a man empties his purse into his head, no one can take it from him."

"We are all born ignorant, but one must work hard to remain stupid."

"A learned blockhead is a greater blockhead than an ignorant one."

"An education is the investment with the greatest returns."

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

