

"Training our children in the way they should go, and growing a generation that acknowledges God."

GATEWAYS

March - April 2010

Gateways to Better Education

Help your children make
the connection between
prophecy and Easter

The Cross & The Psalm

Also in This Issue

- National Day of Prayer in your schools
- Getting the best class for your child for next year



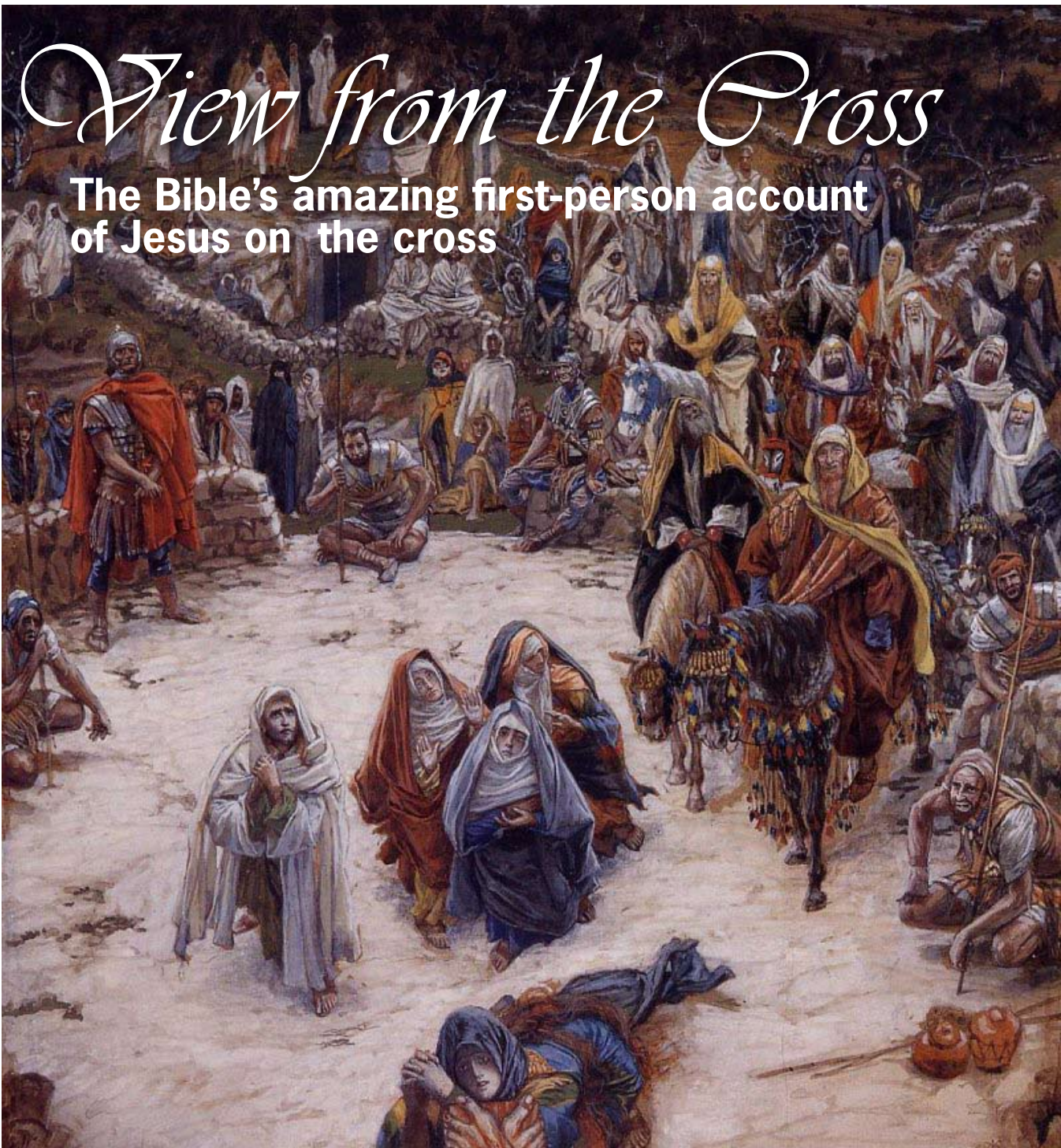
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Special resources for parents and educators

View from the Cross

The Bible's amazing first-person account of Jesus on the cross



"View from the Cross," also known as "What Our Lord Saw from the Cross" was painted by James Tissot (1836 – 1902).

The crowd gathered around the crucified Christ include, probably, Mary Magdalene, Mary, the mother of Christ, and Mary, mother of Jacob the Younger. The man to their left could be John the Evangelist. Some Roman soldiers are looking on. The men on horseback are Jewish scribes.

In the background, Tissot has painted a tomb where the body is to be deposited the same night. The pots in the foreground may contain vinegar offered to Christ.

Tissot traveled to the Middle East in 1885, 1889 and 1896 to further his knowledge of the landscape, architecture and clothes and habits of the people, to illustrate the New Testament as truthfully as he could. The project resulted in 350 gouaches that were shown for the first time in Paris in 1894.

All gouaches, including this one, are now in possession of the Brooklyn Museum. (Source: www.artbible.info)

Have you ever wondered what Jesus was thinking while hanging on the cross? Matthew 27:46 records that while on the cross, Jesus quotes Psalm 22:1, "My God, my God, why have you forsaken me?" He was drawing attention to a very specific prophecy concerning Himself as told by David. The Psalm reads as a first-person account, from Jesus' vantage point, while hanging on the cross.

You can help your family develop a sense of wonder as they see how the Psalmist prophesied of the actual events of the crucifixion. Read the next page with them.

Psalm 22

- 1 My God, my God, why have you forsaken me? Why are you so far from saving me, so far from the words of my groaning?
- 2 O my God, I cry out by day, but you do not answer, by night, and am not silent.
- 3 Yet you are enthroned as the Holy One; you are the praise of Israel.
- 4 In you our fathers put their trust; they trusted and you delivered them.
- 5 They cried to you and were saved; in you they trusted and were not disappointed.
- 6 But I am a worm and not a man, scorned by men and despised by the people.
- 7 All who see me mock me; they hurl insults, shaking their heads:
8 "He trusts in the Lord; let the Lord rescue him. Let him deliver him, since he delights in him."
- 9 Yet you brought me out of the womb; you made me trust in you even at my mother's breast.
- 10 From birth I was cast upon you; from my mother's womb you have been my God.
- 11 Do not be far from me, for trouble is near and there is no one to help.
- 12 Many bulls surround me; strong bulls of Bashan encircle me.
- 13 Roaring lions tearing their prey open their mouths wide against me.
- 14 I am poured out like water, and all my bones are out of joint. My heart has turned to wax; it has melted away within me.
- 15 My strength is dried up like a potsherd, and my tongue sticks to the roof of my mouth; you lay me in the dust of death.
- 16 Dogs have surrounded me; a band of evil men has encircled me, they have pierced my hands and my feet.
- 17 I can count all my bones; people stare and gloat over me.
- 18 They divide my garments among them and cast lots for my clothing.
- 19 But you, O Lord, be not far off; O my Strength, come quickly to help me.
- 20 Deliver my life from the sword, my precious life from the power of the dogs.
- 21 Rescue me from the mouth of the lions; save me from the horns of the wild oxen.
- 22 I will declare your name to my brothers; in the congregation I will praise you.
- 23 You who fear the Lord, praise him! All you descendants of Jacob, honor him! Revere him, all you descendants of Israel!
- 24 For he has not despised or disdained the suffering of the afflicted one; he has not hidden his face from him but has listened to his cry for help.
- 25 From you comes the theme of my praise in the great assembly; before those who fear you will I fulfill my vows.
- 26 The poor will eat and be satisfied; they who seek the Lord will praise him—may your hearts live forever!
- 27 All the ends of the earth will remember and turn to the Lord, and all the families of the nations will bow down before him,
- 28 for dominion belongs to the Lord and he rules over the nations.
- 29 All the rich of the earth will feast and worship; all who go down to the dust will kneel before him—those who cannot keep themselves alive.
- 30 Posterity will serve him; future generations will be told about the Lord.
- 31 They will proclaim his righteousness to a people yet unborn—for he has done it.

THE GOSPEL ACCOUNTS

Matthew 27:46 About the ninth hour Jesus cried out in a loud voice, "Eloi, Eloi, lama sabachthani?"—which means, "My God, my God, why have you forsaken me?"

Matthew 27:41-43 In the same way the chief priests, the teachers of the law and the elders mocked him. "He saved others," they said, "but he can't save himself! He's the King of Israel! Let him come down now from the cross, and we will believe in him. He trusts in God. Let God rescue him now if he wants him, for he said, 'I am the Son of God.'"

John 19:33-34 But when they came to Jesus and found that he was already dead, they did not break his legs. Instead, one of the soldiers pierced Jesus' side with a spear, bringing a sudden flow of blood and water.

John 19:28 Later, knowing that all was now completed, and so that the Scripture would be fulfilled, Jesus said, "I am thirsty."

Luke 23:33 they came to the place called the Skull, there they crucified him..."

Luke 23:34 Jesus said, "Father, forgive them, for they do not know what they are doing." And they divided up his clothes by casting lots.

John 19:30 When he had received the drink, Jesus said, "It is finished." With that, he bowed his head and gave up his spirit.





Yes! You Can Hold a *National Day of Prayer* School Event!

By Susan Turner

The phrase “separation of Church and State” does not appear anywhere in the Constitution of the United States of America. Our Founding Fathers designed our republic in such a way to ensure that a government-sponsored religion would not be imposed upon the people.

However, they did not intend to isolate our governing authorities from God. The basis for the public’s misconception and ongoing debate in this regard is found in Amendment I of the Constitution, which reads:

Congress shall make no law respecting an *establishment* of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances [emphasis mine].

Because of the misuse of what is referred to as the “Establishment Clause” in the First Amendment, Americans have been led to believe that school prayer of any kind is unconstitutional.

To the contrary, school administration, staff, teachers, and students are permitted, as private citizens, to attend National Day of Prayer events at our nation’s public, private and Christian schools before or after school hours. School prayer events in public schools are to be student-led and student-initiated. According to the Alliance Defense

Fund, public school teachers can attend during non-contract time and should let it be known that they are attending as private citizens, not teachers.

Don’t become discouraged if certain district guidelines hinder your first attempts to conduct a prayer event at your school. Such regulations can be modified by attending school board meetings and through lobbying your district’s board members and administration.

Even in cases where these kinds of efforts do not succeed, flyers can be circulated outside of school in order to raise awareness of the upcoming event. ■



Susan Turner has volunteered with the National Day of Prayer since 1997. She wrote the “National Day of Prayer Coordinators’ School Prayer Guide” from which this article was adapted. She can be reached at Siturner77@aol.com.

[CLICK HERE](#) to download a copy of the Student Prayer Guide.



Mrs. Shirley Dobson, Chair of the National Day of Prayer, with Eric Buehrer, president of Gateways to Better Education, at the National Day of Prayer (NDP) Summit. NDP leaders are now using the National Free to Speak Campaign in their communities to equip students to be a part of the National Day of Prayer.

Use this Gateways’ Pamphlet to Promote Student Prayer at School



You can use *Free to Speak: What the U.S. Department of Education says about students’ religious liberties* to encourage students to participate in the National Day of Prayer.

For every packet of 50 pamphlets you order, the Alliance Defense Fund has volunteered to send a six-page, personalized letter clarifying what the Supreme Court says about students’ AND teachers’ religious.

PUBLIC SCHOOL PARENT Guard your children's hearts and minds

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3 booklets explaining how schools can teach about Thanksgiving, Christmas, and Easter

10 teacher-friendly pamphlets explaining the religious freedom of your children at school

Keeping the Faith in Public Schools is a practical parenting guide designed to show you how to:

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- Create a faith-friendly experience for them in the classroom
- Successfully talk to a teacher about a concern
- Protect your children's freedom of religious expression
- Help your children hold fast to your moral values through family devotions applicable to their public school experiences

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Share ideas and even find friends from your school and community



Developed by Gateways to Better Education—a national authority on helping Christian public school families. The ministry has been featured

by Focus on the Family, Family Life Today, the American Family Association, the Alliance Defense Fund, *Breakpoint* with Chuck Colson, and Moms in Touch.



"As a mother of four children, I absolutely recommend this for Christian parents who, like me, have their children in public schools. It is powerful, easy to follow, spiritually enriching, and practical. I have used the materials separately for several years to create a much better experience for my kids. I'm excited to see that it is now all in one package!"

— Bernadette Gruber, Tucson, AZ



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Get Your Child in the Best Classroom Next Year

Plan This Spring for Placement Next Fall

“A student who attends a particular school is not educated in the whole school,” writes Edward Pauly. “He or she is educated in particular classrooms within that school.” In his book, *The Classroom Crucible*, the educational researcher summarizes his research: “A school and its policies do not necessarily determine students’ educational experiences. The distinction between the school and its classrooms is crucial; teaching and learning take place in individual classrooms, which can easily differ from each other.”

In his research, Pauly found two factors which significantly impacted student learning: (1) the teacher’s ability, and (2) the mix of students in the class. “Teachers and students are the authors of the work that takes place in classrooms, and they develop different methods of doing their work in each classroom,” he writes.

Pauly points out what any experienced teacher can tell you: a teacher who is successful one year with a particular classroom of students may not be as successful the next year with different students. What takes place each year between teacher and students is a ‘negotiated curriculum.’ “Teachers depend on their students to do the work of learning, a situation that creates endless opportunities for students to influence the teacher,” he writes. Pauly continues, “The success of teaching and learning depends on the willingness of the classroom’s members to pay attention, cooperate, and treat each other reasonably well.”

Placing Your Child

Pauly’s research on the importance of placing your child in the proper classroom means that you should take steps to help determine which classroom your child will be in. Here are his suggestions for parents:

1. Contact your child’s school in early spring to determine when administrators will assign the next year’s students to classrooms.

2. Find out as much as you can about the teachers your child might have next year and the classmates he or she may be with. Network with other parents whose children have had these teachers. If possible, visit the classrooms of next year’s teachers and observe their style of teaching.
3. Give the principal specific, written information about what you believe your child needs in next year’s classroom—in both the teacher and fellow classmates. Does the child need more or less structure and discipline? Does he or she need higher expectations? Does he or she need to be separated from a classmate who caused significant problems for your child this year?
4. You can’t interview every child who will be your child’s classmate. But you can write to the principal and let him know what kind of classroom, teacher, and classmates you think your child needs.
5. Provide the relevant family information that would help an administrator place your child in the appropriate class. Is there a sibling rivalry that you could avoid? Are you going through a divorce and your child needs an especially loving and patient teacher?
6. Keep in mind that if the principal doesn’t place your child in a classroom that will work for your child, you can have him or her transferred. Be persistent in your requests. Be sure to give well-reasoned defenses for your judgments. Often, persistence pays off. However, listen to the school staff, as well. They have insight into your child’s performance at school that you might lack.

These steps require extra time and attention. But, your child may reap the reward of having a better education than he would without your efforts. ■