



MotherheartPress



Avoid the Box!

10 Ways to Get Trapped

&

How to Avoid Them



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10 Ways to Get Trapped & How to Avoid Them

Good Advice for Homeschoolers from
Charlotte Ostermann

CharlotteOstermann.com
MotherheartPress.com

If you are not facing a Transcript Emergency right now, you have some room to breath. I want to help you face all of your Homeschool Future – even the dreaded Transcript! – with poise and assurance. If I can keep you out of The Box, you'll face the final Transcript Hurdle with calm confidence.

The Box is any place along the way where you feel trapped, defensive, thwarted, hemmed in, judged, or squeezed into a Homeschool Model that does not fit.

Homeschoolers land in The Box for a variety of reasons. I'll address 10 of the most common:

1. [Failure to strengthen the foundation](#)
2. [Choosing curriculum without clarity](#)
3. [Being hammered by others' expectations](#)
4. [Comparing our homeschool to others](#)
5. [Moving forward without evaluation](#)
6. [Getting the work done instead of the child](#)
7. [Holding too many goals in tension](#)
8. [Facing resistance from older students](#)
9. [Competing with students' other interests](#)
10. [Making no investment in failure](#)

I. Foundation Failure

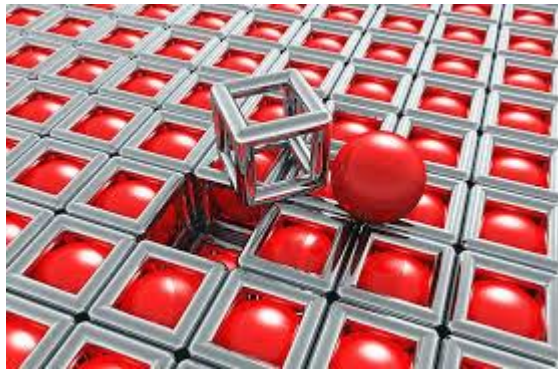
I feel some impatience with people who choose to homeschool and then do not continually strengthen their own philosophical and theological foundations for doing so. In some circles, homeschooling is the 'done thing,' so common among peers that it's easy to prefer it over other options.

The time will come, however, (now and then) when you'll wonder if some other option mightn't resolve the tensions reality presents. At this point, unless you have reasons why you are homeschooling (reasons *why*, reasons *why you!*), you'll be easy pickings for whoever's doing recruiting for that Other Option.

Initially, you may choose homeschooling because of what you don't like in other models. It's important to fortify those reasons against the 'other' with reasons *for* homeschooling.

Strengthen your resolve in the good times:

At 8:00 a.m., still snuggling morning babes and singing silly songs with your ‘free range’ kids, etch the thought into your mind, “This is why I homeschool.” After a rainy afternoon reading *The Hobbit* aloud in a cozy living room together, etch it again. Whatever is good, true, and beautiful about homeschooling, think on these things!



But also, read about and discuss the WHY with friends, with hubby, with your older kids. Be able to acknowledge the good you see in other models, but able to calmly prefer what you value over those goods in your own model. Note the problems you see elsewhere, but with kindness and humility.

Read well and widely about education, engaging with other ideas. Iron sharpens iron, remember? But if you feel defensive, reactive, confused – get help, or get out of that book!

Here are some examples from my reading that have been helpful. You'll build your own Parent Education library along the way.

The Intellectual Life, A. G. Sertillanges
Dumbing Us Down, John Taylor Gatto
Mystery and Manners, Flannery O'Connor
The Art of Learning, Josh Waitzkin
Beauty for Truth's Sake, Stratford Caldecott
The Risk of Education, Fr. Luigi Giussani
Another Sort of Learning, Fr. James Schall
Bowling Alone, Robert Putnam
Leisure, the Basis of Culture, Josef Pieper
An Experiment in Criticism, C.S. Lewis
Orthodoxy, G. K. Chesterton
A Little Way of Unschooling, Suzie Andres

Note: These are not all about education, per se, but they've each helped strengthen my foundation – helping me be more clear and focused on WHY I am educating my kids at home. See my blog for Book Reviews – several of these, and many others: CharlotteOstermann.com.

2. Curriculum Clarity

Oh, dear, did you just pick the first curriculum that came along, the one most of your friends were using, the cheapest, or the one that shone most brightly in the vendor area? Been there, done that, myself!

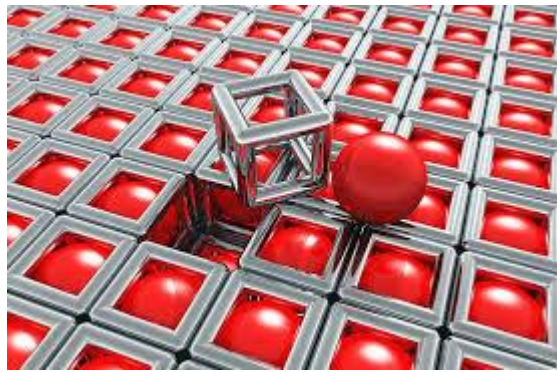
Because there is tension in not knowing, not being 'ready to start,' having too many options open, or feeling inadequate to teach a particular subject, it is always tempting to relieve that tension by snatching up the *one* thing to shut out others, or the expert to teach for you.

Sometimes the mis-fit of a curriculum chafes like too-tight shoes. Notice whether the curriculum is serving your needs, or if you've become a slave to it.

Granted that we need, sometimes, to stick with discomfort and must learn to do what needs to be done without expecting tasks to 'fit' delightfully with our own personalities. But, often, parents seem to be so fixed on that 'soldier on' theme, they trample over their own and others' sense that a mistake has been made. Consider this curriculum an investment in your own education.

Learn from this not to race past a period of reflection about how this new demand, new style, new sequencing, voice, approach, and model will fit into your existing style, schedule, pattern, etc... . The older your kids get, the more they need to be involved in the selection of new curricula, courses, priorities and projects.

You might set the goal and let them prepare a plan or proposal for achieving it. (See [*Explode the Box! Creative Course Design for Homeschoolers*](#)).

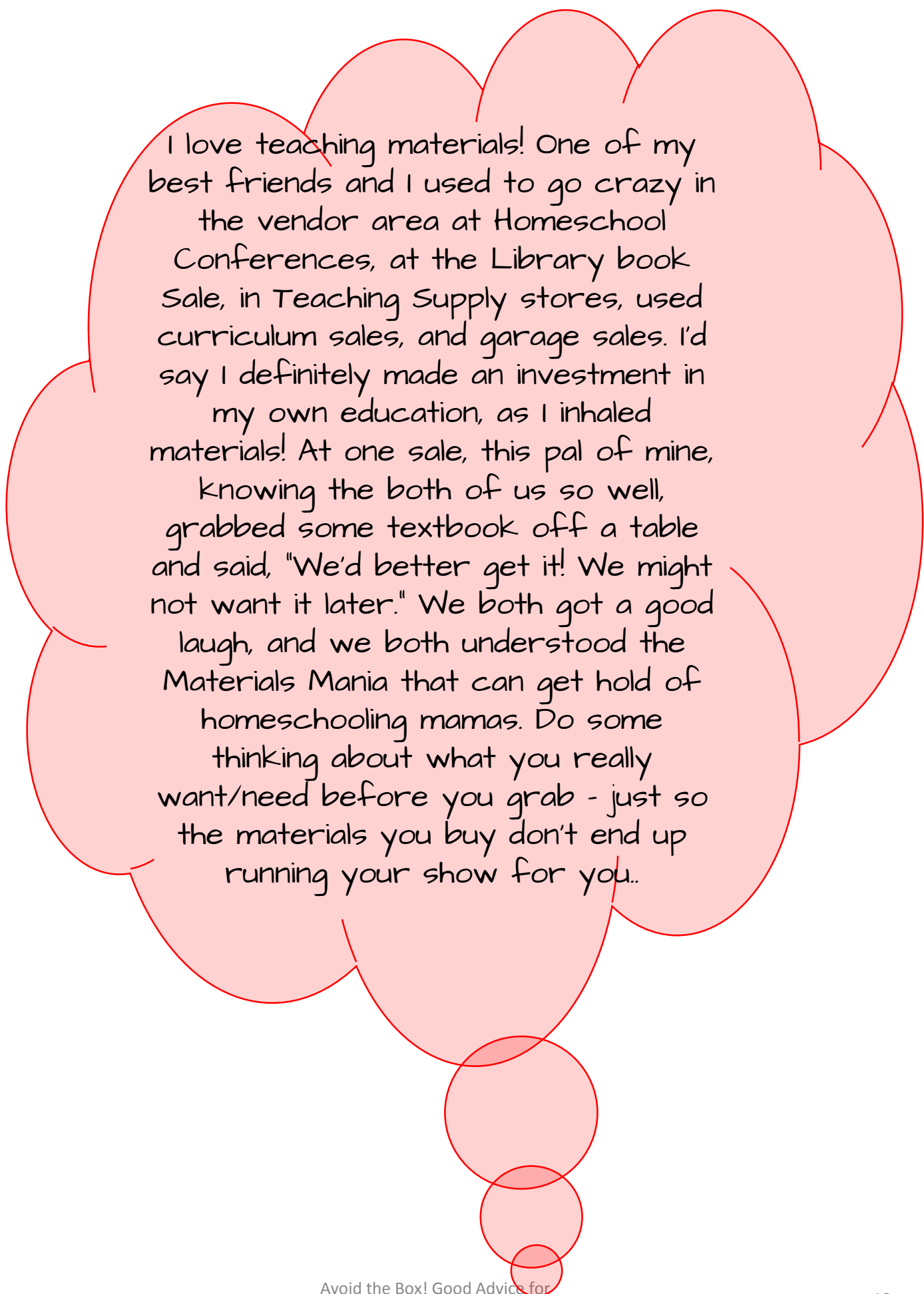


For instance, say you see ‘Computer Technology’ on the college entrance requirements. Instead of picking up a thick textbook titled Computer Technology, open a discussion about what such a course might include (take some notes if you do peek at the text!). Ask your student to prepare a plan for fulfilling this requirement in about 3 hours per week over the next school semester, or year. What hardware, or software is needed, at what price? By what method(s) will he learn? What exactly will he be able to demonstrate by the end, and what will that look like.?

Another thoughtful way to approach curriculum selection is to spring for 2-4 texts/resources in the subject area, and do (and/or have the student do) a compare/contrast analysis before deciding. This is a sort of 'meta-thinking' about the course before it begins, and helps jump-start the learning process by generating a framework within the student's mind for the material he's about to cover.

You may also demote a curriculum from a 'star' to a 'supporting cast' role – dipping into it as a reference, rather than following its sequencing strictly. Something that doesn't work may be boosted by supplemental material (add Rosetta Stone, or Duolingo to your dry French text, for instance). An unsatisfactory program may be improved by a reassessment of how much time you are willing to give it. Saxon's Algebra 1 may not be working at the pace of four problem sets per week, but if you relax that to one per week it may shine. That Biology text you bought for an intensive, year-long, college prep course may bore you to tears if you imagine spending a year in it, but taken at double speed be just the thing for an Introduction to Biology course.

It can be hard to admit you've made an unwise choice, but it's great for the kids to watch you deal with it openly and creatively. **Ditch it, patch it, demote it, supplement it, reschedule it...just learn from it!**



I love teaching materials! One of my best friends and I used to go crazy in the vendor area at Homeschool Conferences, at the Library book Sale, in Teaching Supply stores, used curriculum sales, and garage sales. I'd say I definitely made an investment in my own education, as I inhaled materials! At one sale, this pal of mine, knowing the both of us so well, grabbed some textbook off a table and said, "We'd better get it! We might not want it later." We both got a good laugh, and we both understood the Materials Mania that can get hold of homeschooling mamas. Do some thinking about what you really want/need before you grab - just so the materials you buy don't end up running your show for you..

3. Expect Hammers

I wish I could have a word with whoever is dumping their expectations for your homeschooling on you, but...I can only speak to you about how you deal with it.

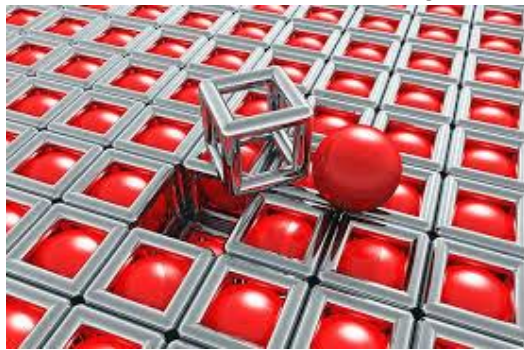
If you can handle this kind of tension in true freedom, you'll be doing the Dumper a favor, too. Set yourself free and your response to them will be an invitation to freedom.

(NB: they may really hate that!)

It's lovely to show an interest in the thoughts of people who care about your kids, to show respect for their opinions, and to consider following their advice.

Unless you can do all that without becoming overwhelmed by feelings of defensiveness and inadequacy, you must not do it!

Imagine saying, instead: “I’m sorry not to be able to welcome your comments about this. I’m closing this conversation not because I don’t value your opinion, but because I have difficulty valuing my own when the two are in tension. Your fears amplify my own, and make me less able to be present to the realities I’m facing in a calm, open way. My children need for me to resonate deeply with their needs in the context of everything that affects this family. To do that, I need to be careful about the level of interior tension I accept. I’ll let you know when I feel free to hear your thoughts about this. I know you care about my kids, too, so I value your input.”



“Until then (choose all that apply)

- a) I’d appreciate hearing any positive feedback you have about what we’re doing.
- b) Please pray for us, and for me to be able to bear more of your criticism.
- c) You’d better share your thoughts only with my hubby, and he’ll know how best to translate them to me.
- d) Maybe you’d be willing to write down your ideas so I could take them in when I’m not so overwhelmed.
- e) Please read these books I have read, so we’ll be on the same page philosophically.”

Remember, you must take responsibility for your own response to Dumpers. Your response must demonstrate that you are acting in freedom – owning your own feelings, but not reacting, as though the Dumper is responsible for your feelings.

They are free to have their own fears, ideas and opinions, but can be gently shown that you are free not to listen.

**“ Free will is
a gift, but
freedom is a
conquest.”**

Ven. Fulton Sheen

4. Comparison Shopping

There were seasons of life in which my homeschool was the envy of other moms, or at least when I felt it compared favorably to other homeschools. It's natural for us to like our own ways best, to be genuinely glad we're able to do things our way instead of theirs, and to get a bit of relief from the demands of our own standards and expectations by noticing they are not universally accepted.

What *is* insidious, though, is the sneaking, creeping tendency to ignore reforms we know are needed, by smoothing away the discomforts of honest evaluation. When our comparison becomes a balm of complacency, that's when it's dangerously inching us into The Box.

On the other hand, while it's just as natural for us to notice the genuine superiorities of others, model ourselves upon the great good we see in others, and value whatever goods we see friends investing in, 'humble comparison' can land us in The Box, too.

Comparison – no matter who seems ‘up,’ or ‘down’ in the evaluation – is fine within careful bounds, but can’t be the source of your contentment about your own choices, school design, or accomplishments.

- * Notice when you are comparing.
- * Make quick notes about how this form of evaluation helps you honor others. (I love XYZ that Sue is doing!) and what insight it has given you (I see Jen and realize how I could have more constructive conversations with my kids.)
- * Move on! Comparison needs to inform you, not flatten you; lift you, not lower someone else.

Don't bask in it!

Don't wallow in it!

5. Forward & Back

So, you've planned to plan, following good advice to block off actual dates on your calendar for planning the next semester, or year. So far, so good. But have you planned to evaluate? There's bound to be some evaluation implicit in each year's tweaking of the schedule and curriculum.

Real evaluation, though, involves real listening.

Ouch – this one pinched me! I avoid this, don't have (don't plan) time for it, am averse to being criticized or hearing the kids complain, and do not easily make a safe space for my husband to weigh in.

The more I press on without such feedback, the more likely I am to feel like the Lonely Leader. School becomes 'my thing' and everyone just goes along without caring much about directing its course – or passively resists, or both.

Suppose we take a different tack, and schedule a meeting to discuss how we will evaluate the upcoming semester, and when. 'We' have a school. It's my job to do curriculum planning, but I need to have some way of assessing how well it's working, not just how well the kids did on the required work. I need feedback from everybody, and we'll do better all through the semester if we know what success looks like for us, and for the particular courses we have planned.'

Start with an overview of the semester to come. A big calendar is helpful. Share your excitement about whatever you'll be including in life, in school.



If kids have been involved in choosing or designing courses, or projects, be sure to use phrases like, "Jimmy *wants* to do a PowerPoint presentation for this class," and "Sarah *chose* to focus on Shakespeare intensely for this semester."

This overview helps them see a boundary around whatever demands will be made, and see that various breaks, visits, field trips, holidays and birthday parties will be interfering nicely with, or accommodated within, the New Plan. Some kids will love the plan for its newness, and others hate it for the same reason. At any rate, this overview helps them prepare to bear it.

Are we praying together?
Do we make time for friends?
Is anyone feeling frustrated? Not listened to? Used?
Did we have to carry over work into (summer/Christmas) break?
Is everyone doing their work without nagging?
Did Mom let phone calls, or visitors interrupt school time frequently?
Did the group book study slow us down?

Did Jimmy get his PowerPoint presentation done?
Did Nancy finish Math 5/6 with at least an 80 average?
Did Dad get our math sets graded in timely fashion?
Did Mom get her daily nap in most of the time?
Did we stay within our budget for gasoline?
Did Dad keep his promise to buy ice cream if we got 100% on a math test?

Sample Evaluation Qs

Did we keep the Sabbath well on Sundays?
Did Mike practice piano regularly without being told? Is he ready for his recital?
Did we get in 50 hours of driving with Bill?
Did somebody remember to call Grandma every day before 9:00?
Did Nick get at least a 'B' on his research paper?
Were we on time for outside lessons and online classes?

Was the house 'company clean' on Fridays by 5:00?
Were there lots of temper tantrums, melt-downs, power trips, discipline problems?
Does Mary remember the main events in the section of history she studied?
Did the Homeschool Co-op take all of Mom's energy and time? Did we like the new textbook?
Did we keep movies to once a month?

Next, note the date, prior to your next Planning Day, when the family will gather to Evaluate. Have a whiteboard, or large paper handy to take suggestions of “What questions will we need to ask to know if the semester is a success?” Have some in mind to prime the pump. Don’t get mad if they can’t think of any – they’ll learn as you do. (see list of sample Evaluation Qs) They can help you think of ways to adjust the ‘system’ in the next semester, and then see some of their ideas presented in your next New Plan.

On Evaluation Day, pull out the list of questions you made and open the floor for responses. Take everything you hear into account, so that when you discuss, or present the next New Plan, you’ll be able to link tweaks back to a reason from the Evaluation phase. Consider all this a sort of ‘town hall’ meeting. If it’s a pain to make time for it, it sends the message that there is a response-ability that goes with good citizenship, corresponds to freedom, and contributes positively to life in community.

About that adjustment – please don’t turn your home into a school where your kids never get recess. Aim for an educative process that is deeply, authentically integrated with life in community at home together, and not at forcing your family into another box, marked ‘School,’ that looks just like a Real School.

6. Doneness Test

The cart often gets put before the horse.

During turbulent times (and that's most times, during your child-bearing years!) the work to be done can be the only thing in clear focus. A general might say, "Rally round the flag, boys," to take advantage of the way that focal clarity strengthens his men. You might say, "Just get to the end of the workbook," or "If we do nothing else in life, you will get that math set done!"

I've said it – I know how you feel.

Husbands might, unwittingly, reinforce this driven-ness in efforts to buck you up with sports metaphors. While it is true that soldiers and athletes run to finish, push for the goal, fight through pain, never wimp out, keep their eye on the ball, and various other noble things, YOU (homeschool mama) are not a soldier, or an athlete. You are not a mere means by which work gets done, either. You (and your home) are the context for the whole life of your family.

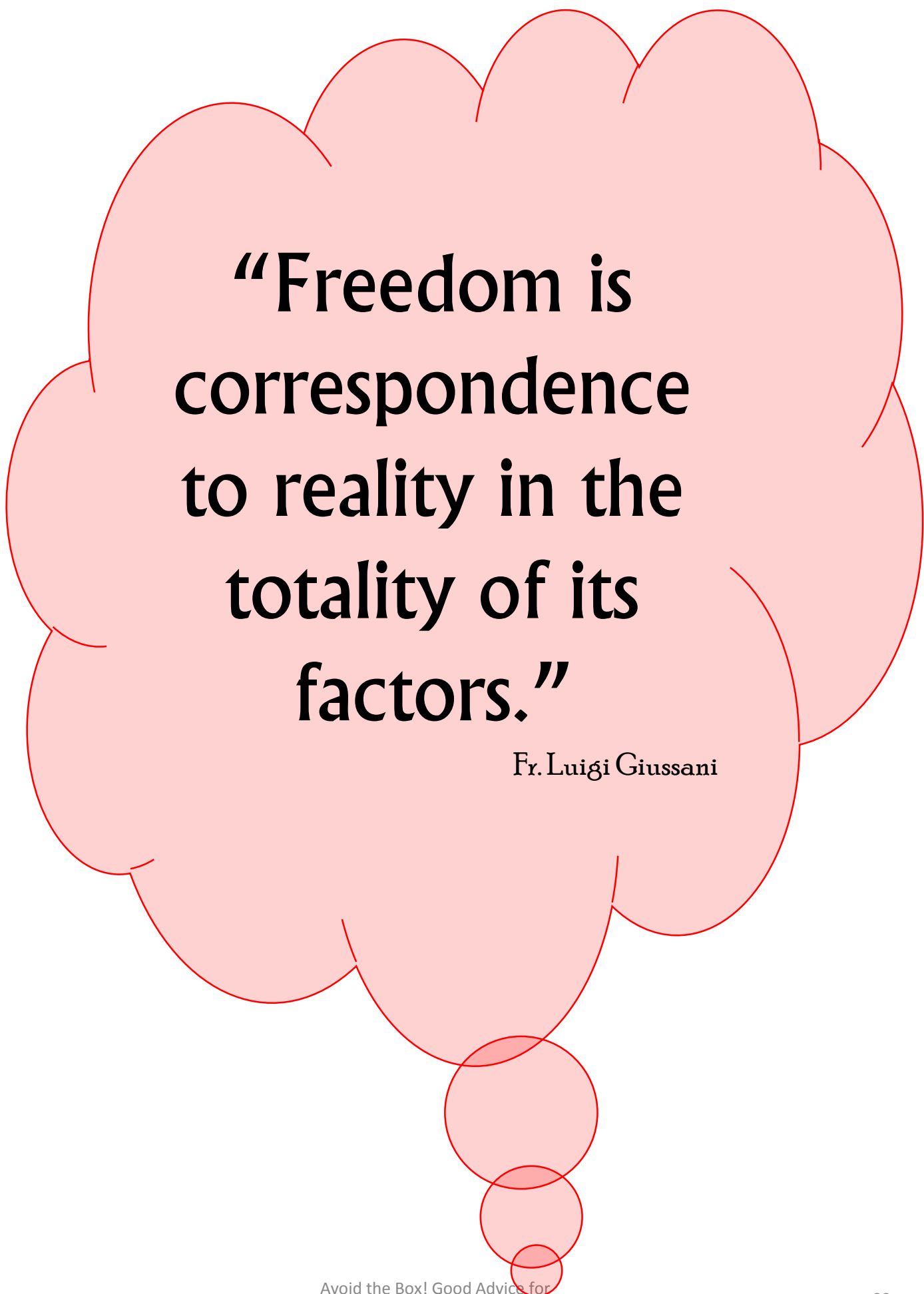
You must retain interior spaciousness to be able to take in all the factors of reality and be responsive to the ever-changing kaleidoscope you face.

You are using work (chores, schoolwork, piano practice) to get the child 'done' (formation), not using the child to get that work done. Granted the need to accomplish work, win battles and races, etc..., there must be a way that doesn't violate the human beings involved, that invites them to freedom by respecting the deep mystery of their humanity.

To find that way, you must – sometimes – stop the forward movement, the goal-and-product-and-purpose orientation.

Stop!

Be present to the reality you face, in its fullness (not one factor, but many; not alone, but with Christ). Respond. You are an instrument, not as a fork or hammer, but as a flute is an instrument. Ask the Holy Spirit to shape a creative response in you, and to issue forth in music.



**“Freedom is
correspondence
to reality in the
totality of its
factors.”**

Fr. Luigi Giussani

7. High Tension Wire

You can't have everything.

I'll say it again: You can't have everything.

Intellectually, we understand that, but spiritually, I think, we are meant to want just that: everything! After all, our eternal destiny is to be face-to-face with, immersed in, Being that dwarfs our current, puny perceptions of what IS. But we don't yet have capacity for that heavenly ALL. We're still growing up (yes, even the grown-ups!) and the interior space is expanding, but we have our limits.

If you want your child to excel at piano, baseball, math, French, and writing, you've already got some pretty high expectations. If you want your homeschool to feature buckets of time for art projects, oodles of time for independent study, tons of time for math mastery, and no loss of time for chores, volunteer work, Youth Group, ACT preparation, research, writing, friendships, physical fitness, holy leisure, prayer, journaling and part time work, you may be holding too many goals in tension!

If all these activities co-exist like snowflakes in a just-shaken snow globe, then they are not in hyper-tension. If, instead, they feel like a precariously balanced arch – a flick at one and the whole thing comes tumbling down – you’ve definitely got yourself some excessive tension.

The tension is not, in itself, the problem. It takes tensile force to build a strong arch. The problem is that you aren’t taking into account your limits, your *capacity to bear* tension. There are also ‘compressive forces’ operating on an arch – pushing at it from ‘outside’ the space it holds open. Picture the snow globe run over by a truck. There it was, holding a perfectly reasonable number of goals in beautiful tension, when, BAM! – life happened. You need to pay attention to signs that some retrenchment is needed. If you’re keeping the Sabbath well (and, yes, I highly recommend you read [*Souls at Rest – an Exploration of the Eucharistic Sabbath!*](#)) you’ll get better at this awareness, take in the deepest possible rest weekly, and grow in your overall capacity to bear tension and compression as that rest percolates into the week.

One final note: You need to consider the capacity of the whole family system for load-bearing, not just your own. Don’t wait until the weakest ‘stone’ in the arch becomes symptomatic of its overburdened state.

8. Reading Resistance

So, your kids are resisting your authority and you're cracking down even harder because you're afraid it will become an outright rebellion. This can't go on. You're pulling harder and harder against each other, and everyone will lose.

Meanwhile, you're fighting down feelings of failure and inadequacy, feeling trapped in a tug-of-war, worried about being publicly embarrassed, wondering if you should give up and let someone else fight this battle.

Sound familiar?

It's The Box again. I start hyperventilating just writing about it!

You've heard it before:

STOP!

Find your freedom.

Respond.

Yes, you *can* say “We’re taking a day off from this war. I’ve lost my freedom and I’m just reacting to this resistance. It makes me feel scared and angry and boxed-in.”

Why don’t you do this?

Because it seems that the resistant child just ‘won’ and got a day off, to boot! Well, **grace surprises us all sometimes**, and the surprise here is that you *both* just won. In fact, it is possible to find solutions that do help everybody win.



Get on the same ‘side’ and help your child see that you both need to be fighting *for* the relationship, *for* the highest skill level possible *for* him, *for* self-mastery and interior freedom *for* you both. Talk openly with him about your options:

“I could punish, punish, punish, until you finally submit and turn the tide back the other way. I could plead and nag and cry, but lose my dignity and the respect of the other children. I could ignore your resistance, knowing that you will grow weaker and weaker at moving yourself toward doing your duty and acting in freedom. I could cut off all other activities until this pothole is filled, this wound is healed.

I could try incentives – what might motivate you?”

Make sure he gets that ‘we’ have a problem we need to solve together, and not the he IS a problem. Try to listen if he’ll explain why he hates what you’ve asked him to do, or thinks it’s unfair, too hard, or stupid. Reframe your course, or chore expectations in terms of what you want accomplished *in the child* by the use of this work.

Passive resistance is sometimes the only way to ‘voice’ his displeasure over whatever your regime has imposed upon him. How free can you risk him being?

Do you want him truly free, or just tame?

How can you model freedom, and invite him to more and more exercise of his own freedom as he grows older? How can you stop the tug-of-war by letting go of your end of the rope?

“... a child is the very sign and sacrament of personal freedom. He is a fresh free will added to the wills of this world...”

G.K. Chesterton

9. Student Competition

I'm jealous. I admit it. Jealous of all the things my kids want to do besides be 'in school'. Didn't I *want* them to be bright, active, interested and willing to commit time and energy?? Oh, yeah...but I wanted all that interest and energy for homeschooling projects and family activities.

Now it's pulling against the home. They're off in drama club, at a friend's book chat group, sharing their first novels with young fellow writers, helping other families with new babies, teaching Sunday school, working for hire. It's all good, and it all pulls them away from what I want to be doing with them. Sigh...

When this particular tension starts drawing you into The Box, it's time for you to give up. If you're feeling an understandable reluctance for them to grow up, but reacting to that pain by setting 'our life' in opposition to 'your life,' you're pushing them away faster. **Unless 'our life together' can make new ways to accommodate the increasingly separate lives we lead as individual adults, they can't really grow up under 'our' roof.**

The older they get, the more home is a place where adults live together in community. You must work together to negotiate shared responsibilities, use of common space, minimum levels of face-to-face time, modes of communication, and all the rest.

Sure, it would be easier if you could go right on dictating terms, assigning responsibilities, having nothing interfere with the smooth running of your household. But will you demand 'easy,' demand life stay the same, and send Junior packing if you don't get your way?

How will that help him learn to live in community, in love, in freedom? Nope – bite the bullet. Face your own sadness, your own fears, your own jealousy, and lead them to learn *with* you how to bear their freedom in increasing doses.

That 'giving up' I asked you to do? It's *giving the pain* of 'losing' a growing-up child *to God as prayer* for the wholeness and freedom of the child.

10. Fail to Win

I wish I'd kept a record of all my failures. If I had realized they were like money in the bank, I would have. Much of the interest those investments have borne is still with me.

Not only did I fail directly (I chose that stupid text on a whim. I didn't follow through on my promise to make time for French. I could not figure out how to format that book.), but I also failed indirectly (I did everything right and nothing turned out right. I did my part, but my project failed because others did not.) It all hurts. Failure feels awful.

Enter, Josh Waitzkin's book, *The Art of Learning*, where he describes being beaten to a pulp over and over and over.

Why not stay down and stay out??

Because every time he got up, he got better at the martial art he wanted to learn. How long did he wait before re-entering the ring?

Overnight, then back he'd come for another Investment in Failure. He needed to experience what weaknesses an opponent could exploit. These guys were friends, pounding on him so he could go on to win the international championship.



Cut to me, weeping over my inability to format a book properly. No bruises, but utterly (if ridiculously) spent and beaten up by an impersonal opponent: techno-incompetence.

And I thought of Josh, and I got back up after praying for help to do it.

And I failed a few more times, and I finally got it right! How often should you fail? As often as possible – the more frequently, the sooner you'll accumulate enough capital to succeed.

Here's an example from the homey world of piano practice:

Play. Make a mistake. Stop.

Play it again.

Repeat until you pass mistake #1 and make #2.

Repeat all until piece is played without mistakes.

Repeat Perfect until that is the Only Way.

Here's where Investment in Failure pays off: the pianist who makes a mistake and waits a while before trying again will get in much less practice than the one who, in the same hour, hops back in without the delays. The same practice hour can have, say, 20 or 80 instances of failure, each triggering an evaluation and new attempt. The slower you are to get 'back in the ring,' the less movement you'll make toward success.

This is a great concept to keep in mind as you go through the day. The more new starts you can generate, the greater your practice at virtue. **God's mercies are not only new every morning, they are new in each moment.**

Get back into the ring and get some failures in the bank!

What to Expect Next

From the beginning to the end of your homeschooling days, you'll experience feelings of panic, self-doubt, fear of letting self/kids/the world down sometimes. If you grow more and more aware of the tensions that precede feelings that wall you in and push against your freedom, you'll interrupt the cascade of thoughts that land you in The Box.

When I run into people who do not consciously avoid The Box, I expect they'll be the ones to cave in under pressure to escape the overwhelming responsibility of educating their own children. Some decisions to stop homeschooling are made in true freedom, but many are reactions to the discomfort of The Box. Please handle this differently!

When it's time to face The Transcript, I want you calm and confident. Those qualities come from interior freedom, self-awareness, and preparation along the way. About Transcript Time, read [*Get Out of the Box!*](#) and fear not!

Meanwhile, Don't Forget:

- * Scan these 10 Pathways into The Box periodically, to make sure you are not veering toward it.
- * Scan yourself regularly for tension. Be present and nurturing for yourself and friends. Give yourself time to process what you are feeling, and what is the source or trigger for that feeling. Prayerfully consider what response you can make that will not violate yourself, or anyone else. Interior freedom is not reactive, so notice when you are reacting (irritable, touchy, over-sensitive) instead of responding.
- * Read ahead ([*Get Out of the Box*](#), [*Explode the Box*](#)) only if those suggestions and possibilities don't cause you to hyperventilate! If they increase the fear, the avoidance of homeschooling, the oppression of self-doubt instead of opening up a space inside you for a breath of fresh hope, STOP reading!

In Closing

Dear Readers, I really care about you! This whole book emerged as I prayed for the homeschool mamas who would attend my talk, "Get Out of the Box", at the Kansas Catholic Homeschool Conference. I pray for my readers, for my listeners, and for God to help me know what they need from me. As it turns out, I just overflowed with what the Spirit seemed to want you to hear.

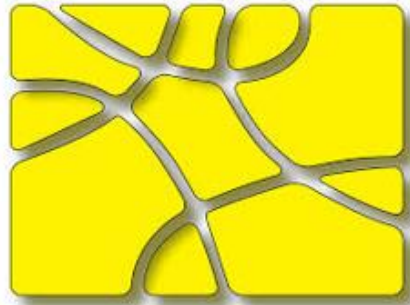
I don't mean that my words are like Scripture, but they do come together in response to real people, real need, real opportunities to be heard or read. So, I hope this Conference Bonus has created a space where gift can meet giver, and where you and I can practice being members of one Body.

If you know anyone who needs a Catholic speaker, please recommend me!

Love, Charlotte

Did you get all of your Bonus materials??

Free Conference Bonus



Get Out of the Box!

How to Fit Real Life into a Transcript

Good Advice for Homeschoolers, from Charlotte Ostermann

Free Conference Bonus



Explode the Box!

Creative Course Design for Homeschoolers

Good Advice for Homeschoolers, from Charlotte Ostermann

Read about Motherheart Press and the JOY Foundation:



About the Author

Charlotte Ostermann is a veteran homeschooler, a Catholic convert and speaker, a freelance writer and blogger, poet, editor, and author.

Her books include *Souls at Rest*, *Souls at Work*, *Catholics Communicate Christ*, *Making Sunday Special*, & *Life in Motion*.

Her work has appeared in *St. Austin Review*, *Gilbert*, *Envoy*, *Thesauri Ecclesiae*, *Canticle*, and other publications. She writes for *Roman Catholic Spiritual Direction*, *Catholic Writers Guild*, *Catholic365* and other online venues.

She lives with three of her eight children on a 'farm wannabe' north of Lawrence, KS, where she worships at the *St. Lawrence Catholic Campus Center*.

She's a founding member of the *Family of the Apostles of the Interior Life*, of *Sursum Corda Polyphony Ensemble*, and of the *Catholic Creatives Salon*.

Charlotte is the Director of the *Joy Foundation of Kansas*, and of the *50 Million Names Project*. Joy's mission is to create and support Catholic Cultural Initiatives. At 50MillionNames.com, names are registered to honor aborted children, emphasize the reality of their existence and humanity, and to generate ripples of blessing in their honor.



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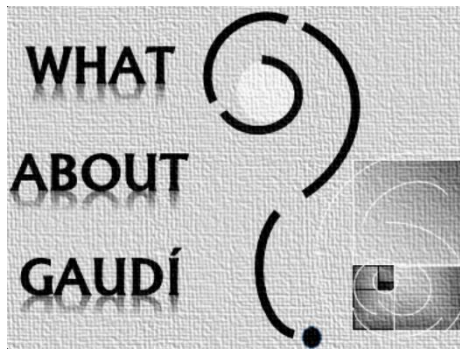
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