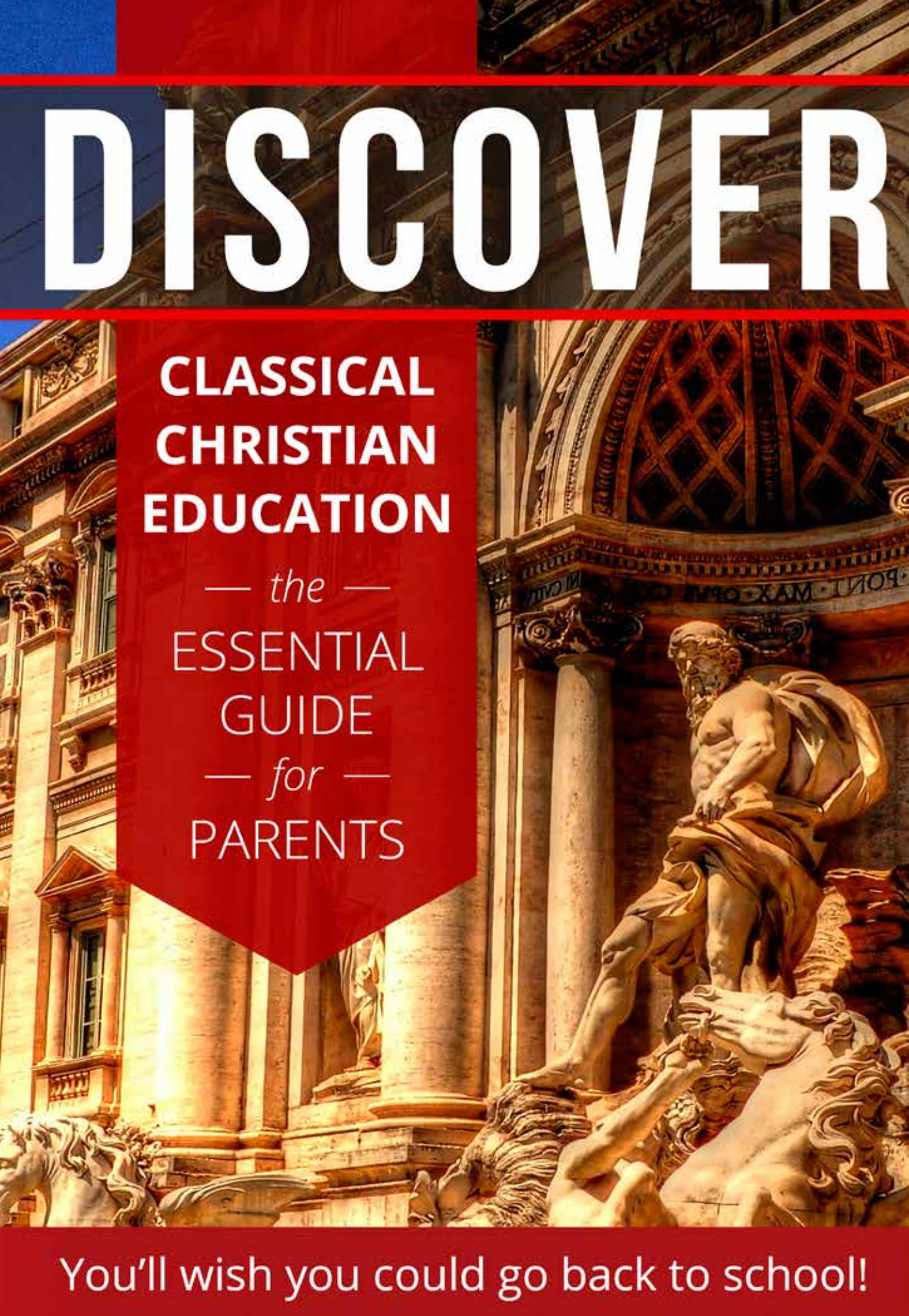


The background of the entire image is a photograph of classical architecture. On the left, there's a building with ornate windows and columns. On the right, a large, muscular statue of a man, possibly a philosopher or deity, stands in a niche. The statue is made of a golden-brown material, possibly bronze or a composite. The overall tone is warm and historical.

DISCOVER

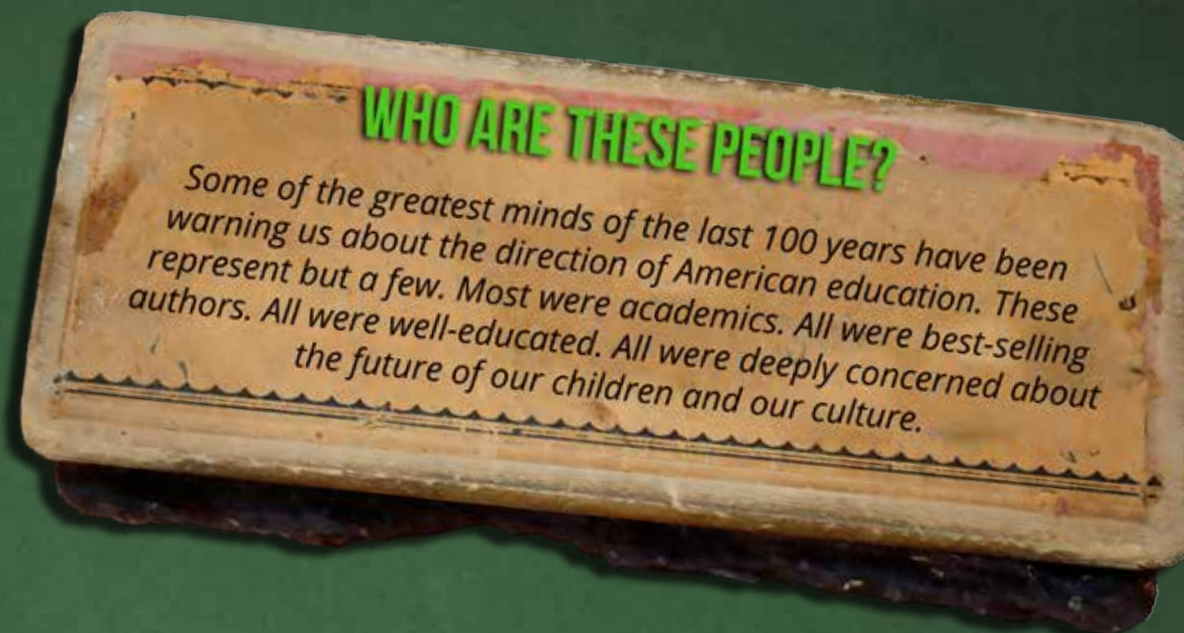
**CLASSICAL
CHRISTIAN
EDUCATION**

— *the* —
ESSENTIAL
GUIDE
— *for* —
PARENTS

You'll wish you could go back to school!



Take the EDUCATION QUIZ



1. { Success in college and in the job market are the primary reasons I send my child to school. ☐
If my child's education builds wisdom, the natural result will be success in life. ☒

Fathers and mothers have lost the idea that the highest aspiration they might have for their children is for them to be wise... Specialized competence and success are all that they can imagine.

~ **Allan Bloom**

2. { Education should be entertaining so that children can enjoy their childhood. ☐
Education is a joy unto itself for the student who is taught to love learning. ☒

The test and the use of man's education is that he finds pleasure in the exercise of his mind.

~ **Jacques Barzun**

3. { Education trains children in the knowledge and skills that they will need. ☐
Education teaches children the art of learning; it trains the mind in how to think well. ☒

Is not the great defect of our education today... that although we often succeed in teaching our pupils "subjects," we fail lamentably on the whole in teaching them how to think: they learn everything, except the art of learning.

~ **Dorothy Sayers**

4. { Education at school can be value-neutral. We teach our family values at home. ☐
All education teaches an inherent value system. Therefore, school should instill values consistent with your family's. ☒

Education without values, as useful as it is, seems rather to make man a more clever devil.

~ **C.S. Lewis**

5. { Students need up-to-date training emphasizing technology and science to be prepared for the future. ☐
Students need broad-based knowledge in the context of a Christian worldview to be prepared for an uncertain future. ☒

We don't even know what skills may be needed in the years ahead... We must train our young people in the fundamental fields of knowledge, and equip them to understand and cope with change.... We must give them the critical qualities of mind and durable qualities of character that will serve them in circumstances we cannot now even predict.

~ **John Gardner**



ONE INVESTMENT

A lifetime of benefit

ELOQUENCE

HONOR

RESOURCEFULNESS

DISCERNMENT

LEADERSHIP

A CHRISTIAN WORLDVIEW

“*Isolating the student from large sections of human knowledge is not the basis of a Christian education. Rather it is*
**giving him or her the framework
for total truth,**

*rooted in the Creator’s existence and in the Bible’s teaching,
so that in each step of the formal learning process the student
will understand what is true and what is false and why it is
true or false.*

FRANCIS SCHAEFFER

Structure that rewards self-control and personal diligence

- Students thrive as they meet a higher standard in the classroom.
- Homework and project work emphasize self-reliance and a love of discovery and learning.
- A lifelong work ethic is encouraged at a young age.

Content and method that develop thinking, articulate students

- Time-tested methods that have been staples in Western culture and the Church since the second century.
- Socratic teaching, debate, subject integration, and written and oral defense all provide the mental exercise to cultivate powerful minds.
- Students see the big picture by studying history, philosophy, literature, art, theology, Latin, Greek, logic and rhetoric, math, and science.
- An emphasis on cultivating wisdom rather than just teaching facts and skills.

An environment that challenges students and creates a love of learning

- A tone of inspiration, fulfillment, joy, and respect are visible throughout.
- Students cultivate an interest in first principles and ultimate purposes.

THE DILEMMA

We face in today's schools

Manufacturing jobs are going overseas. The American workforce must now be prepared for "knowledge worker" jobs. But there's a catch. Knowledge worker jobs will go overseas just as quickly unless Americans can excel in education.

As modern education trims "non-productive" subjects like the humanities in a rush to put more emphasis on practical subjects like STEM (science, tech, engineering, and math), it undermines the foundation of education AND students' application of the math and science skills they do have. In the process, the modern approach creates technicians who cannot think, do not have common sense, and do not write or speak well.

We learn to think and relate to others through the process of education. By focusing on vocational

training, we fail to make either great doctors, great engineers, or great thinkers and citizens.

This is where C.S. Lewis said modern educators make their mistake. They presume that classical education is an unnecessary luxury. Why read Plato or Aquinas or Burke? Why learn Latin or Greek?

“We are not machines to be programmed—we are works to be made.”

Classical Christian education requires parents to look deeper into the foundation of education. Once you understand its value, you'll wish you could go back to school!

ARE WE MEN OR MACHINES?

Post-Modern Answer

If we are bundles of cells that make up a complex organic machine, then our brains must be like a computer. Education would only require that we be programmed and filled with data. Thinking is merely electrochemical. Wisdom comes with knowledge and skills. Art is an illusion. Faith is a crutch.

Christian Answer

If we are creatures made in the image of God, then our minds must be cultivated to grow into their potential. To educate, we must read the great thinkers in history and evaluate their work in the light of God's Word. The mind must be practiced in logic and reason. Art and music provide a unique insight into the mind of God.

CLARITY

In the contrast

Most Modern Educators

DEMOCRATIC: Every student should attain the same level of achievement.

MULTICULTURAL: Critical of our Western cultural roots, strongly emphasizing imperialism, slavery, and historic Christianity as "what is wrong with America."

NATURALISTIC: Emphasizes math and science at the expense of art, literature, and history.

SECULAR: Holds the "spiritual" as personal and separate from education. Avoids deeper philosophical issues.

VALUES-NEUTRAL: All moral positions are relative and hence all positions must be equally treated.

BROKEN INTO MANY SUBJECTS: By breaking knowledge into pieces, it can be more easily studied and thus understood.

TEACHES FACTS AND FUNCTIONAL SKILLS: Students primarily learn about subjects, particularly ones that help them "get good jobs."

PROGRESSIVE: Always experimenting with new techniques and methods.

ENTERTAINMENT LEARNING: Entertain students to engage them in the learning process.

Classical Christian Educators

EXCELLENCE: Take each student to their highest possible potential.

WESTERN: Recognize the great contribution of Western culture to America and the world, including its triumphs and failures, while also recognizing the beauty in other cultures.

UNIVERSAL: Emphasize the humanities, arts, and sciences to bring a full perspective.

INTEGRATED: Education is necessarily tied to philosophy and religion in order to train thoughtful students.

IDEALISM: Standards of right and wrong exist in all subject areas. Students are taught to make judgments accordingly.

INTEGRATED SUBJECTS: Subjects should be taught in an integrated way so that students understand the whole as well as the parts.

TEACHES CRITICAL THINKING: Students learn to think beyond subject-matter. Content is not the goal—wisdom is.

TRADITIONAL: Hold to educational standards that have a clear record of success.

ENGAGE AND CHALLENGE: Students will meet a high standard and enjoy the sense of achievement.



WHAT CHANGED?

“At the time this nation was formed, our population stood at around 3 million. And we produced out of that 3 million people perhaps six leaders of world class—Washington, Adams, Jefferson, Franklin, Madison, and Hamilton. Today, our population stands at 245 million, so we might expect at least 80 times as many world-class leaders—480 Jeffersons, Madisons, Adams, Washingtons, Hamiltons, and Franklins. Where are they?

JOHN GARDNER, American novelist and classicist



JOHN DEWEY leads the Progressives as they remake American education to serve nationalistic rather than Christian purposes. American education rejects the Christian model of classical education.



C.S. LEWIS writes *The Abolition of Man* in which he establishes the fundamental failure in modern education. In his famous “men without chests” passage, Lewis accuses modern educators of stripping truth and humanity from education, resulting in the “abolition of man.”



MORTIMER ADLER writes *The Paideia Proposal* and launches the successful Paideia Group for the restoration of classical education. Adler is best known for editing *The Great Books of the Western World* and *The Encyclopedia Britannica*.



ASSOCIATION OF CLASSICAL CHRISTIAN SCHOOLS (ACCS) founded



NEW SAINT ANDREWS COLLEGE is founded as a classical Christian College. Other colleges join in the movement, including Biola's Torrey Honors Institute, New College Franklin, Houston Baptist University, Patrick Henry College, and Belhaven University, to name a few.

Yesterday

1914
to
1930

1947

1981

1982

1991

1994

Today

COLONIAL AMERICA produced some of the greatest thinkers, scientists, pastors, and leaders in the history of the West—and they were all classically educated. Today, only a handful of classically educated students graduate in the US. What changed? By the dawn of the 20th century, immigration and the industrial revolution had strained America's educational system. Progressives saw an opportunity to redefine education in America and unify the country. By 1940, the redesign of American education was complete, and by the late 1950's, the math and science emphasis had been added.

Ironically, classical Christian education accomplishes all of these goals better than what replaced it. It prepares imaginative students who think well, are disciplined, and are well-rounded. It prepares them for life.



DOROTHY SAYERS, classicist, author, and Christian, writes *The Lost Tools of Learning*, pointing out the dangerous shift away from “true education.” In this essay, she recalls the ancient foundation of education—the trivium—and explains why it is essential to education.



DAVID HICKS writes *Norms and Nobility*, in which he closely associates classical education with moral education to create a new model for classical Christian education.



DOUG WILSON writes *Recovering the Lost Tools of Learning*, which recounts Sayers' essay and makes a case for restoring classical education in Christianity. He also discusses the development of Logos School in 1981.



TODAY the ACCS represents over 300 members. The Society for Classical Learning (SCL) and the Circe Institute continue to train leadership in the classical movement. Annual conferences draw over a thousand educators.

Nearing the end of our second decade of the restoration, classical Christian schools are widening the gap in performance on college entrance exams. See page 21 for Christian worldview results.

LOST PAIDEIA

Forget everything they
taught you in school!

Until the 20th century, nearly all schools were “classical Christian,” designed to cultivate a Christian Paideia.

“Paideia is the ingredient in each of our hearts and minds that sustains our culture, motivates the choices we make, and determines how we see the world.”

Παιδεία The key to understanding Paideia

Classical Christian education starts with a very different, and bigger, purpose: cultivate in students a love of the truth, goodness, and beauty that corresponds to God and His world—the Christian Paideia.

Most of us are unaware of our Paideia. The early Greeks realized this but also realized the power of building Paideia intentionally. A parallel idea can be found in ancient Israel (Deuteronomy 6). In Ephesians 6, we see the early Christian call to fathers to raise their children in the Paideia of God. Various translations call this “education” or “training” or “fear” or “admonition” or any of about 7 English words. Translations vary because there is no word that directly translates from Παιδεία in the Greek.

The ideas behind classical Christian schools are foreign to modern educators. The model’s transformative power lies in one truth: Christ is Lord of all. So, what does that mean for how we live? How we think about things? What we value and what we love?

When carefully considered, a foundation this big transforms every aspect of school. From the Trivium and Quadrivium, to Latin and Greek, to the cardinal virtues, to *The Great Books*—classical Christian schools sound foreign. But they have served the church for centuries. And, they are excelling today.

Imagination is the key to seeing something bigger than ourselves—which means it is key to a Christian Paideia. Barbarian cultures teach their children only practical skills like fishing, logging, or farming. Today, our culture has laterally moved to teach them only nursing, engineering, or business. In both cases, these skills are valuable to survive, but they limit the soul. Subsistence cultures rarely grow, improve, or change for the better. Why? Because they do not cultivate a Paideia that looks deep inside, beyond, outside, or above. They lack imagination.

Volumes have been written on Paideia, over thousands of years. Why haven’t most of us heard the term? This fact alone shows how far we’ve declined in our understanding. What is

Paideia? The idea is so vast that the curious will need to pursue it outside of this booklet.

Through Paideia, classical Christian schools hold unique promise. Christians can retake a historical advantage. We can write the greatest books on the Best Selling lists. We can make the most successful movies. We can be the best surgeons

and lawyers. We can take over leadership positions in our community and our nation. None of this is possible because of who we are. But all these things will be added to Christians who “seek the Kingdom.” Kingdoms have cultures, and a Christian kingdom, with a truly Christian Paideia, will be blessed by God.

THE IDEAL MEETS THE PRACTICAL

If you ask an employer, “Would you rather have a virtuous employee, or a smart one?” they’ll say “virtuous,” but in their mind, they’re thinking, “But I need skills.” What if you ask an employer, “Would you hire someone who had the fortitude to get any task done no matter what the challenge, but enough temperance not to overdo it? How about a fair-minded employee who makes sure to serve customers in the right order, but one who realizes that prudence should govern their sense of fairness?” Their eyes will light up.

Anyone who manages people looks for the 7 classical Christian virtues—they just may not realize it. When you hear “virtue,” you probably think character, or a moral code, or doing what’s right. But classical virtues were much more, and they were instilled in students through education

at school and at home. They are loves or affections that drive behavior—not because the students knew right from wrong but because they simply loved what was right. Classical Christian schools weave virtues like fortitude, temperance, justice, prudence, faith, hope, and love (the classical Christian virtues) into students on a daily basis. They don’t just teach about these virtues, they expect children to form habits that exhibit these virtues.

“Education is not a subject and does not deal in subjects. It is instead a transfer of a way of life.”

G.K. CHESTERSON

WHAT SHOULD WE ASK?

As parents, we all want our children to live fulfilling lives. But when we choose a school, we ask the wrong questions. Ask not about preparation for college at 18, but life at 45.

- How will she show honor to her aging parents?
- How will she respond to a difficult marriage?
- How will she show love to her 4th-born child with Down Syndrome?
- What priorities will she have when her husband gets that big payout from his company?
- Where will she invest her life?

These answers are rooted in Paideia, as used by the Holy Spirit.



THE LOST METHOD

How does it work?

Thousands of parents are rediscovering what education can mean.

“Rather than assuming a full classroom, a good teacher, and 7 hours at school equates to “education,” these parents realize that what happens in those 7 hours matters.

THE FOUNDATION

The educational system called “classical education” was developed over two millennia with the goal of developing young minds to be wise. At the core of classical education is the trivium. The trivium’s three phases of learning are adapted to three phases of development in children—grammar, logic, and rhetoric.

GRAMMAR

Young children (grades k-6) are uniquely adapted to memorize. They learn chants, songs, and rhythmic verse well, and can absorb an enormous amount of information, much of which is retained for a lifetime. By exercising this ability, students remain practiced in the art of memorizing and

retaining information. Modern educators often overlook memorization once the student learns to read and write well in about the third grade. As with many skills, if you don’t develop memory at this phase, you’ll lose it. Students at this stage so enjoy memorizing that they will make up playground songs or chants on their own!

LOGIC

Early adolescent children (grades 7-8) become argumentative. Their ability to draw conclusions from a series of facts begins to develop. This is called the dialectic or logic phase. Most modern educators overlook this phase, except with regard to higher math. Classical schools teach formal logic, logical fallacies, and reasoning skills through tools like the Socratic method and Aristotelian logic. These subjects are foreign to most of us unless we learned them in college. They practice students in the science of accurate thinking. In this phase, the subject matter is not as important as what conclusions the students may draw from their knowledge.

RHETORIC: AN ESSENTIAL SKILL

In high school, students begin to develop a sense of how others perceive them. They become self-conscious about fashion, vocabulary, mannerisms,

and various other forms of expression. Classicists called this the rhetoric phase and saw a window of opportunity to infuse wisdom and eloquence in students. These last a lifetime. Students in this phase learn to speak and write well. They learn to relate to their audience with clarity and persuasion. Without the ability to communicate, the best ideas go unheard and are impotent.

INSPIRED TO LEARN

Beyond the foundation of the trivium, the classical method inspires learning. Because classical education cuts with the grain through the developmental phases of the trivium, it naturally appeals to students. Rather than “bawling words into the ears” of students, classical education engages their minds. Gifted classical teachers inspire students to investigate, contemplate, debate, and pursue knowledge. By encouraging students to love learning, a lifelong gift is communicated.

INTEGRATION

Finally, integration between subjects makes sense of the world. Math, science, philosophy, and history are interwoven in a way that relates all subjects to a whole. As students integrate subjects, scriptural truth is integrated as well. This affects students deeply. The continuity between a student’s faith and his rational mind is a reward few Christians enjoy. Classicism provides this perspective unlike any other form of education. The peace of knowing Christ’s truth as it integrates with His world provides a powerful shield against the hostile questions posed in college and later in life.



NO RIGHT ANSWERS?



Over 2000 years ago, Socrates taught his pupils by asking them questions. In today’s classrooms, teachers refuse to judge anyone’s idea.

Socratic discussions have all but disappeared from the K-12 classroom in the past 50 years. Why? Modern educators don’t see the point. Since they believe all people express their own truth, it’s a waste of classroom time to hear anyone’s opinion.

Classical Christian education continues to invest classroom time in Socratic discussions. Christ taught that He was Truth, that Truth could be found, and that there was only one Truth. Socrates believed this principle as well, though he did not know Christ.

In this context, classical Christian education believes that students learn to discern Truth more accurately when they have a well-trained mind. Discussions in our classroom develop the skill of discernment. Everyone is encouraged to answer, but not every answer is correct. That’s why we invest the time. There is Truth and we value it enough to help students develop the skill to understand it.

“Socrates sought to guide his student into authentic knowledge. He did it via a method of discreet, guided questioning. He engaged his student in deep dialogue [forcing] the student to think his way to a sound conclusion. Socrates wanted to teach his students to think. The goal of thinking is truth. With this method, knowledge is supported by understanding and the student goes beneath the surface to penetrate the truth of the matter.

R.C. SPROUL

STAGES OF THE TRIVIUM

The lost tools of learning

PRE-GRAMMAR

GRADES K-2

Traits

- Excited about learning
- Enjoys games, stories, songs, projects
- Short attention span
- Wants to touch, taste, feel, smell and see
- Imaginative and creative
- Easily memorizes

In the classroom

Guided discovery; explore; find things; use lots of tactile items; sing; play games; chant; recite; color, draw, paint; build; use body movements; short creative projects; show and tell; drama; hear/read/tell stories; field trips.



GRADES 3-6

Traits

- Excited about new, interesting facts
- Likes to explain, figure out, talk
- Likes collections and organizing items
- Likes clever chants and rhymes
- Can assimilate another language well

In the classroom

Lots of hands-on work, projects; field trips; make collections, displays, models; integrate subjects through above means; immersive language; recitations, memorization; drills, games.



GRAMMAR

GRADES 7-8

Traits

- Still excitable but needs challenges
- Critical, enjoys debate
- Wants to know “behind the scenes” facts
- Curious about *why* for most things

In the classroom

Time lines, charts, maps (visual materials); debates, persuasive reports; drama re-enactments, formal logic; oral/written presentations; guest speakers, trips.



LOGIC

GRADES 9-12

Traits

- Idealistic, interested in justice and fairness
- Moving toward special interests or topics
- Can synthesize and do more independent work
- Desires to express feelings, own ideas
- Concerned with how others view them

In the classroom

Drama, oral presentations; guide research in major areas with goal of synthesis; speeches, debates; give responsibilities, e.g., working with younger students; in-depth field trips, even overnight; worldview discussions.



RHETORIC



Credit: Inspired by Tom Garfield, Logos School

THE LOST CONTENT

A treasure for the mind

GREAT MINDS begin by reading great books. Progressive educators see the great minds of history as simply stair-steps toward our present enlightened society. As such, they are behind us and irrelevant. Classical Christian educators view history as a valuable learning tool.

LITERATURE brings the great ideas of history alive. Students who read great literature write better because they have history's best teachers. Great books let you think and feel the brilliance of history's most influential people.

PHILOSOPHY asks the foundational questions about man, God, and nature. Schools today barely brush up against philosophy. For them, philosophy points to religion—a place they

cannot go. But in Christianity, we have the answers. Classical Christian education sets students on a firm foundation for understanding and integrating all of life.

THEOLOGY Scripture provides us with everything we need to know about God. Theology organizes it. Students who know their theology have a better grasp of the Bible. Classical educators call theology the "Queen of the Sciences" because all knowledge begins with God.

ART People's beliefs about the world are reflected in their art. By studying music, theater, and the fine arts in their historical context, we come to know the views that produced them.

[Continued]



HISTORY:

Pursue more than trivia

In 390 AD, the Roman Emperor Theodosius attacked a village called Salonica for rebelling against the local Roman garrison. Historical facts like this seem to be of little consequence today. Why study them? Even if you learn the facts in grade school, you'll probably never use them, right?

As with many great accomplishments, the link between what we study and why may not be obvious.

Western history, art, and literature provide a

unique window into the formative cultures of our own. If you simply learn the who, what, when, and where of history, you probably won't get much out of it.

When a student immerses himself in the mind of historical people, he develops a sense of perspective. He slowly comes to realize the limits of his own worldview and how those limits affect his thinking. This is the great power of the classical approach—it permits us to act with wisdom rather than presumption.

Ambrose, Bishop of Milan, threatened Theodosius with excommunication for his role at Salonica, which reshaped the role that Christianity would play in government to the present day. In studying this event, the student develops a clearer understanding of church-state separation without taking it for granted. Wisdom depends on knowledge in the proper context. History is that context.

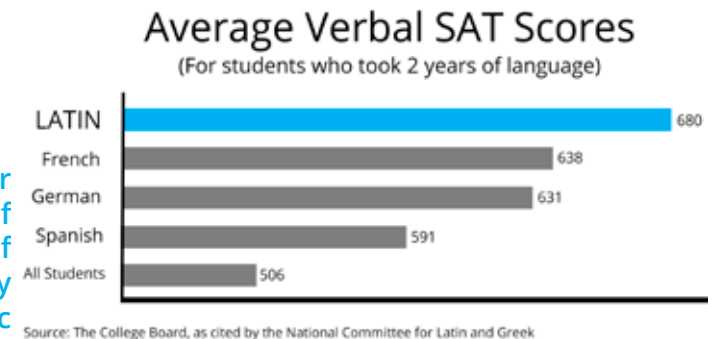
SCIENCE AND MATH From Archimedes to Newton, from Galileo to Pascal, the golden era of science belonged to classicists. One distinction between classical education and a liberal arts education is our emphasis on science and math. Students at classical schools perform well in advanced science and math.

LOGIC AND RHETORIC are not only methods, they are also subjects. Aristotle systematized logic and rhetoric. We study these to learn the science of thinking and the art of verbal and written communication.

LATIN:

Its power on the SAT

According to those who administer the SAT, students who take 2 years of Latin consistently score an average of 174 points higher on their SAT's. Why is Latin such a valuable academic tool?



- 1 Latin is a powerful vocabulary builder. Over 50 percent of English words come from Latin. The power comes because a single Latin word may represent the roots of five or ten English words. By learning Latin prefixes and endings, as well as Latin roots, students are capable of comprehending many English words that they've never heard.
- 2 English is an amalgamation of several different languages and therefore has many exceptions—its structure is hard to follow. Because of this, English speakers may never learn the structure of the language. Latin's syntax and grammar are an excellent "ideal" language from which to learn. A student of Latin is better equipped to write well in English.
- 3 Training in Latin not only gives the student a better understanding of the roots of English vocabulary, it also lays the foundation for learning other Latin-based languages like French, Spanish, Portuguese, Italian, and Romanian. Perhaps 80% of each of these languages derive their vocabulary from Latin.
- 4 For professional careers like law and medicine, Latin provides yet another bonus. Because these fields require precision in language, Latin is typically their base for technical terms and names. Students of Latin are readily prepared for these professions.
- 5 The power to persuade is one of the strongest powers a human can exert. The precision of Latin and Greek provides their students with an English linguistic tool that cannot be achieved in any other way. Using the right word, at the right time, in the right context is empowered by the study of classical languages.

“A man who has lived in many places is not likely to be deceived by the local errors of his native village: the scholar has lived in many times and is therefore in some degree immune from the great cataract of nonsense that pours from the press and microphone of his own age.

C.S. LEWIS, *The Weight of Glory, Learning in War-Time*

LOST CHRISTIANITY

Worldview

IDEAS, CONSEQUENCES, AND WORLDVIEW

Only 9% of Americans who call themselves "born-again" Christians have a Christian worldview.* The consequences of shallow Christianity are evident both inside and outside the church. Many of us grew up going to modern schools, learning "secular" subjects, and attending Sunday school or Bible class. This has conditioned our minds to think in separate, unrelated categories about the world. This mental separation results in a dysfunctional worldview. Students who develop an accurate Christian worldview are able to take God out of His compartment.

"Today we have a weakness in our education process... We tend to study all our disciplines in unrelated parallel lines. This tends to be true in both Christian and secular education. This is one of the reasons why evangelical Christians have been taken by surprise at the tremendous shift that has come to our generation." –Francis Schaeffer

Classical Christian education solves this problem in several ways. We take a more integrated approach to literature, art, history, science, math, and theology, with the latent philosophies of each subject brought to the forefront.

Rather than confining Christianity to a Bible class, we view all subjects through the lens of Scripture, and we challenge the assumptions that other schools accept without question.

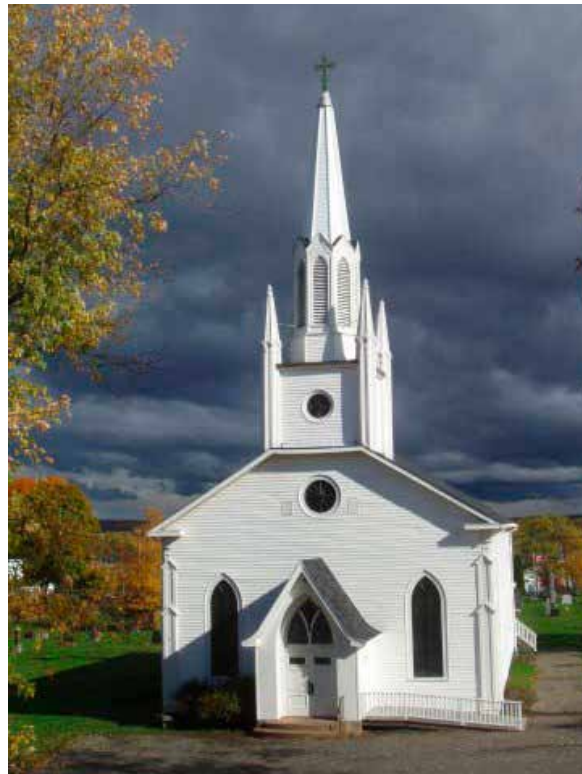
"No single truth is adequately comprehended till it is viewed in harmonious relations to all other truths of the system in which Christ is the centre." –A.A. Hodge

THE IMPACT OF A CLASSICAL CHRISTIAN EDUCATION

We seek to graduate mature students who are well-suited to challenge the conventions of our society, rather than falling prey to them.

"The right defense against false sentiments is to inculcate just sentiments. By starving the sensibility of our pupils we only make them easier prey to the propagandist when he comes." –C.S. Lewis

Often, even Christian educators adopt the tool box of the modern educator. Their texts, their educational structure, and their educational frameworks inadvertently compromise true education.



WHERE'S THE CHAPEL? OR THE BIBLE CLASS?

They're in the classroom. We integrate biblical truth into every subject. This is why our form of education is uniquely able to build solid Christian worldviews.

Why is infinity an essential concept in higher math? What was the historical context for Christ's coming? How is art a reflection of our divine image? What does DNA tell us about design? How does language help us relate to God?

Some Christian schools emphasize a great Bible curriculum. They may even use "Christian" curriculum for science or history. Classical Christian education goes a step further.

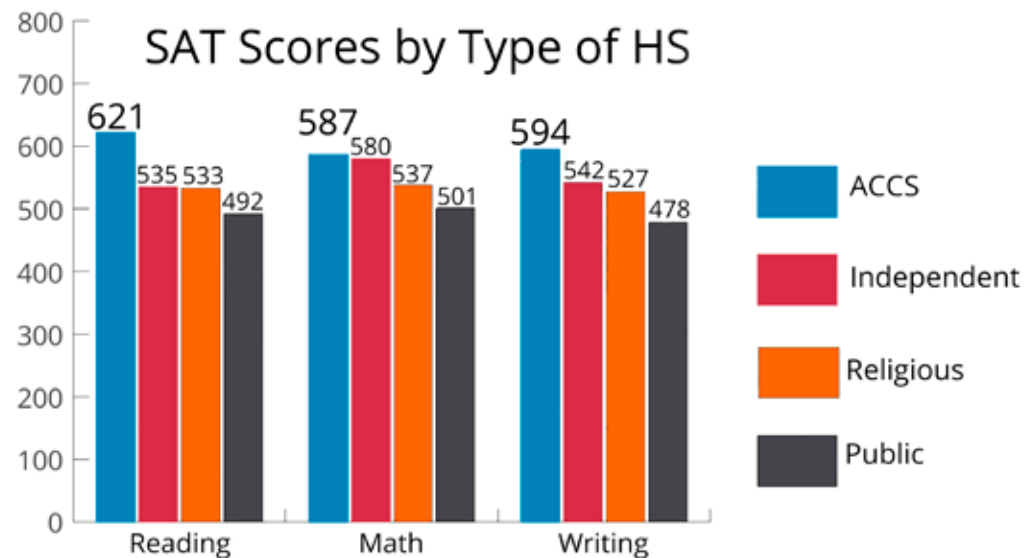
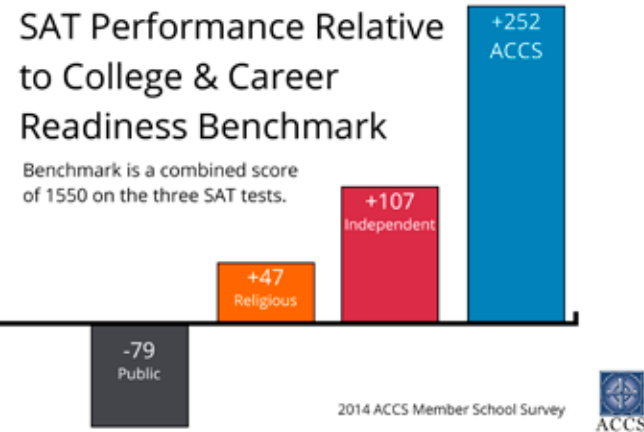
For us, Bible is not a subject, but a lens. It provides perspective. It enlightens every subject as we use the light of scripture to help us understand every subject in every way. The difference is evident in every classical Christian classroom.

* Source: The Barna Group of Ventura, CA. Christian worldview defined as believing absolute moral truths exist and that they are defined in the Bible; Jesus lived a sinless life; God is the all-powerful and all-knowing creator of the universe; He still rules it; Salvation is a gift of God that cannot be earned; Satan is real; Christians have a responsibility to share their faith; and the Bible is accurate in all of its teachings.

RESULTS

Seek first the Kingdom

In Matthew 6, Jesus responds to fears about jobs, food, and clothing when he says “seek first the Kingdom of God and all these things will be added to you.” If we educate in God’s way, seeking His kingdom in all of history, literature, philosophy, art, and science, our needs in life will follow. Classical Christian schools have been filling the best colleges in the world for centuries. The “who’s who” of inventors, leaders, generals, politicians, and merchants in history were classically educated—as were nearly all the missionaries, pastors, and theologians of prior centuries. One can look briefly at the academic success of students from classical Christian schools and more fully appreciate Christ’s promise.



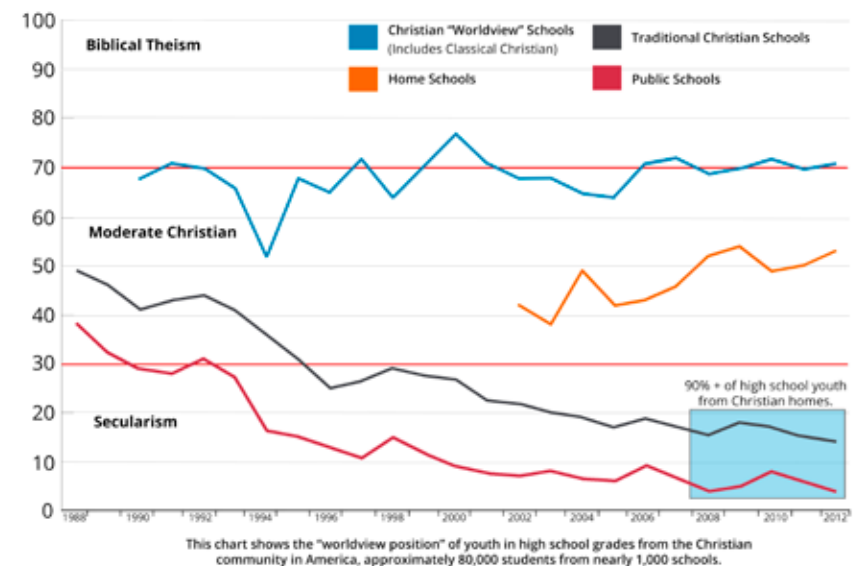
Data is from the 2014 ACCS Member School Survey and the College Board, Total Group Profile Report, 2014 College-Bound Seniors, Table 6.

“We need prayer, Bible study, worship, fellowship and witnessing. But if we focus exclusively on these disciplines and in the process we ignore our responsibility to redeem the surrounding culture, our Christianity will remain privatized and marginalized.

CHARLES COLSON

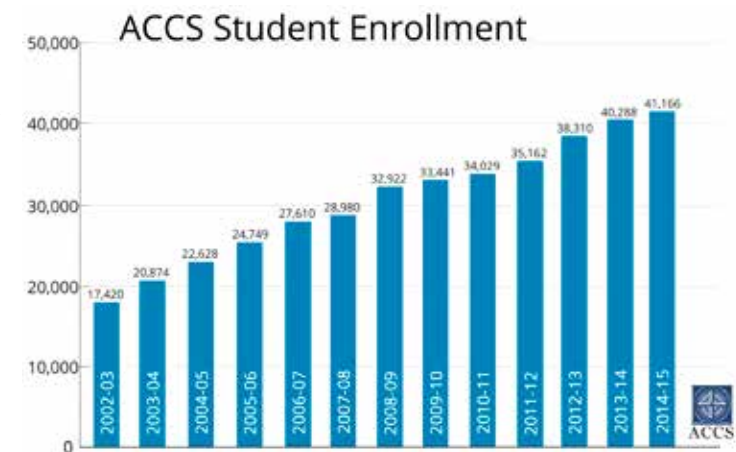


The Nehemiah Institute has tracked the worldview of high-school students in a variety of school settings since the mid-1980’s. While the test is not perfect, it presents a generally realistic picture of worldview in America’s schools. The test measures biblical attitudes about all areas of life, including moral, social, political, and economic. Both Christian and public schools are failing to teach students to think Christianly.



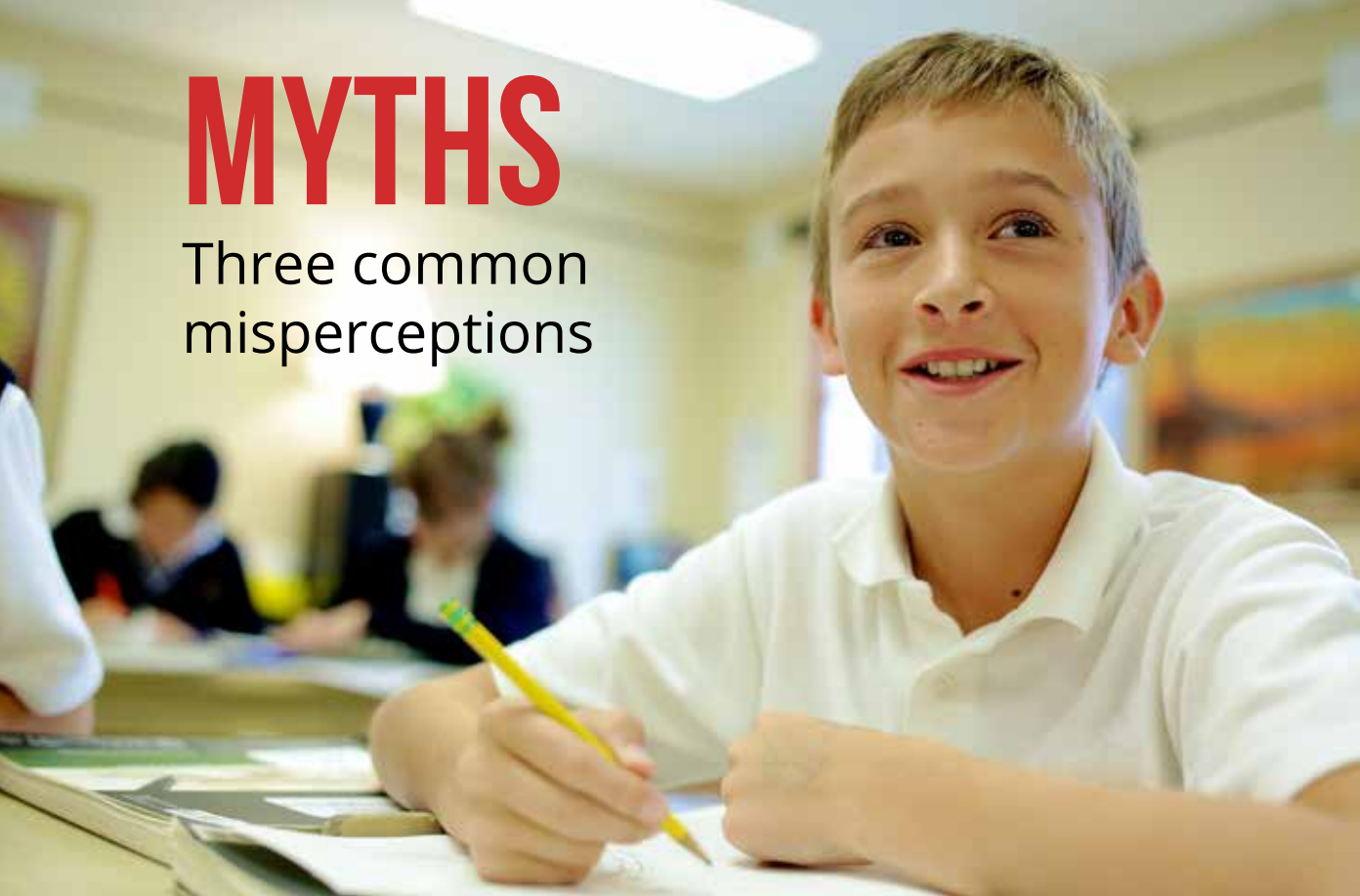
IF WE ARE SUCCESSFUL...

- In a few generations, God’s people will again begin to serve as architects of Western culture, as we did during the scholastic era.
- Christian communities will support Biblical living that is noticeably different from the culture around us, as we did in the Reformation.
- Classically educated Christians will merit positions of leadership and influence in our world, as they did in ancient Rome.
- Christianity will rediscover the substance and depth of God’s kingdom and worship Him in life-changing ways.



MYTHS

Three common misperceptions



MYTH: CLASSICAL EDUCATION WAS FINE BACK THEN, BUT WE NEED MODERN EDUCATION IN A MODERN WORLD.

Classical education teaches students facts, provides them with logical tools to use those facts, and perfects the students' ability to relate those facts to others. This fundamental skill-set is more valuable today than it has ever been. The process of teaching students to think extends far beyond filling their heads with knowledge. Modern education, to varying degrees, has succeeded in teaching facts and some skills. Classical education helps students draw original, creative, and accurate conclusions from facts and then formulate those conclusions into logical and persuasive arguments.

Modern subjects based in science and technology are taught in classical schools, through classical methods. Parents who are exposed to classical education recognize that its "back to the basics" approach contrasts with the distractions of modern education. Is the classical method

applicable in a modern, technological age? The technology we have today was invented, in large part, by the classically educated.

Our subject matter is as up-to-date as that found in other schools. We simply add depth and dimension through this time-tested method.

MYTH: CLASSICAL EDUCATION IS UNNECESSARILY DIFFICULT.

Children enjoy learning. They are wired for it. Assuming that a child will not be able to succeed in a challenging environment is tempting, but simply untrue.

A common assumption is that a demanding curriculum results in unhappy children. As adults, learning new things can be uncomfortable. However, children are fascinated by what they learn, and they develop a habit to seek after learning when you teach them in youth. The excitement of children learning Latin grows as they become able to describe the world in a language that most adults do not understand. The rich and complex texture of classical literature is

amplified by youth. Science and the history of Western civilization come alive for those who hunger to know about their world. For the unconvinced, a visit to a classical Christian school is sure to demonstrate that our students love to learn.

Classical schools maintain order in the classroom. This does not translate to stoic classes where interaction is limited to an occasional, downcast "Yes, sir." Students are not allowed to be disruptive, but they are constantly encouraged to offer observations, ask questions, interact, and make comments. The classical method encourages a stimulating and enjoyable learning environment for students.

MYTH: CLASSICAL EDUCATION IS TOO EXTREME.

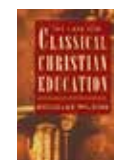
Classical education teaches children "with the grain"—complementing their developmental

phase with the appropriate teaching method. Parents are rightfully skeptical of anything that differs boldly from the norm. However, classical education was the norm 100 years ago because it works.

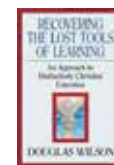
Conventional education has taken an experimental approach to educating our children over the past four decades. Many different methods have been tried and later scrapped when they failed. This constant state of change in education creates an environment where anything "traditional" seems extreme. Classical education provides a basic structure upon which we can build effective, successful students. We are not advocating an experiment. Rather, we are seeking a return to a system proven for over 1,000 years.

YOUR CHILD'S EDUCATION

It's worth reading about



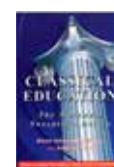
Written 10 years after *Recovering the Lost Tools of Learning*, this book is a fascinating look at what works and why. Why do only 23% of American 8th graders test proficient in math? How does television impact our children's education? What does the Bible say about charter schools? Why have the worldviews of Christian students plummeted since 1988, even in Christian schools? If you only read one book on classical Christian education, this should be it.



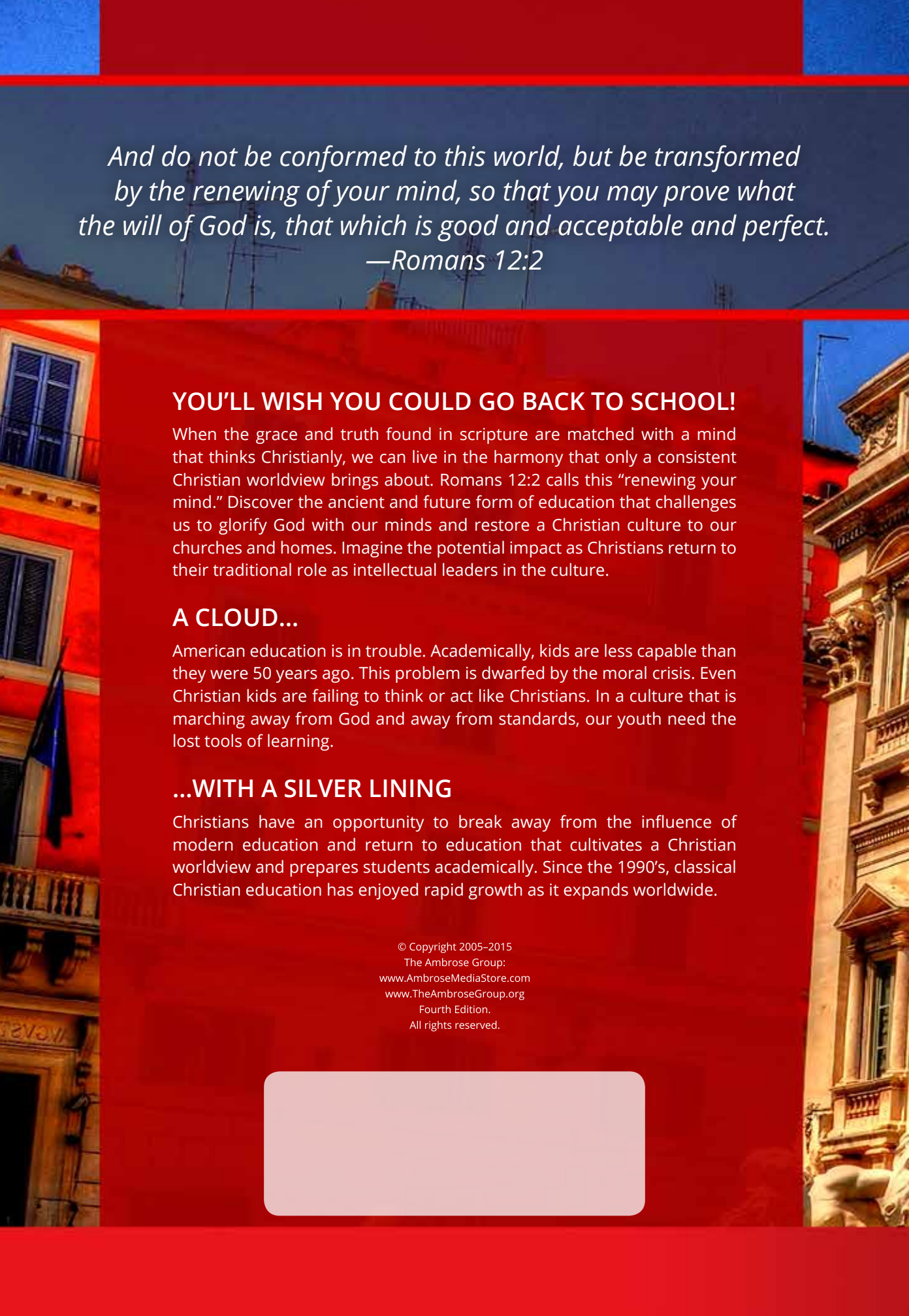
Douglas Wilson's 1991 seminal work jump-started the restoration of classical and Christian education in America. He uses Dorothy Sayers' essay "The Lost Tools of Learning" (included in the book) to prescribe a better way to restore the educational excellence of the Christian tradition. If you're new to classical Christian education, or if you've never read this book, read it!



In fewer than 50 pages, Dr. Perrin explains the essentials of classical education in a colloquial, engaging style. How did classical education come to be? Why does classical education work? Why does it prepare students well for college? If you want to understand the "why's" behind this time-tested education, or if you want to know the essential "nuts and bolts," this book helps you to a higher level of understanding. There are plenty of excellent "weighty" books on classical Christian education. If you're looking for a quick, convincing read, this book is worth your time.



If history creates perspective, this book provides perspective on classical education and American education in general. Coauthored by Gene Edward Veith (Patrick Henry College) and Andrew Kern (Circe Institute), this book walks you through the recent history of classical education. Veith and Kern demonstrate the variety and depth of numerous school movements that continue to grow as they restore education in America. From the inner city to the evangelical Christian suburbs, the restoration takes many forms. You'll find them all intriguing.



*And do not be conformed to this world, but be transformed
by the renewing of your mind, so that you may prove what
the will of God is, that which is good and acceptable and perfect.
—Romans 12:2*

YOU'LL WISH YOU COULD GO BACK TO SCHOOL!

When the grace and truth found in scripture are matched with a mind that thinks Christianly, we can live in the harmony that only a consistent Christian worldview brings about. Romans 12:2 calls this “renewing your mind.” Discover the ancient and future form of education that challenges us to glorify God with our minds and restore a Christian culture to our churches and homes. Imagine the potential impact as Christians return to their traditional role as intellectual leaders in the culture.

A CLOUD...

American education is in trouble. Academically, kids are less capable than they were 50 years ago. This problem is dwarfed by the moral crisis. Even Christian kids are failing to think or act like Christians. In a culture that is marching away from God and away from standards, our youth need the lost tools of learning.

...WITH A SILVER LINING

Christians have an opportunity to break away from the influence of modern education and return to education that cultivates a Christian worldview and prepares students academically. Since the 1990's, classical Christian education has enjoyed rapid growth as it expands worldwide.

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