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# The Art and Practice of Teaching and Learning

## Foundations Course Syllabus



### The Principle Approach *Thinking and Reasoning Biblically*

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## A Time for Choosing

Ronald Reagan, speech 1964

*You and I have a rendezvous with destiny. We will preserve for our children this, the last best hope of man on earth, or we will sentence them to take the first step into a thousand years of darkness.*

*If we fail, at least let our children and our children's children say of us we justified our brief moment here.*

*We did all that could be done.*

*Americans have entrusted their children to government schools for 200 years to produce citizenry able to sustain the Republic while enjoying the blessedness of American liberty. That trust is lost as atheistic government schooling in America indoctrinates our children away from the principles that make us free while programming them for socialism as the clear objective of "progressive" education.*

The Principle Approach is America's historic method of Biblical reasoning which makes the Truths of God's Word the basis of every subject in the school curriculum.

R. J. Slater, T&L p 88

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## Introduction to the Foundations Course

As the first step in the Principle Approach Master Teacher Certification Program, Foundations serves as the cornerstone of the philosophy, methods, and curriculum of authentic American Christian education.

From the first decades of colonizing the continent, authentic Christian education existed and thrived without government schools. Extraordinary levels of literacy and reasoning were achieved in the populace through private, home and church education until well into the 19th century. Indeed, all education in America was Christian in the formative centuries of our nation resulting in the Biblical reasoning that frames the Christian constitutional Republic.

Authentic Christian education produced men and women, fathers and mothers, merchants, pastors, craftsmen, and statesmen who thought God's thoughts after Him through His Word. They built the early universities where Christian theology was the "queen" of the sciences. Their discipleship produced great revivals and awakenings. Their sons and daughters thought governmentally, first in light of personal character and conduct, and ultimately in terms of civil government. They gave us the first self-governing nation that became the model of liberty to all humanity and took the Gospel to the world.

The Foundation for American Christian Education re-teaches multi-generationally the principles and concepts that formed a self-governing nation. Because American education today is redirected towards an opposing goal, the authentic Principle Approach Christian education of America's formative years must be studied and relearned. The Foundations Course offers teachers and parents the means of reclaiming the authentic

philosophy and methods that belong to American children as their birthright.

The Principle Approach builds wisdom and knowledge upon Christian character and conscience in concert with the Christian home and the church. The home, the school and the church are interdependent in accomplishing the education of Christian children as the three basic institutions of society that form the culture. Today the dominant philosophy of education is secular, "progressive," indoctrinating 85% of Christian children K-12 and through post-graduate studies, undermining the influence of the Gospel through the Christian home and church. The result is the secular culture we live in.

We are often asked, "Who made up the principles of the Principle Approach?" Answer: Creator God wrote Biblical principles into the blueprint of the universe as the bedrock of natural and moral law. They recur throughout the Bible propelling the narrative that culminates in the Gospel. They are expressed in the writing of the Reformers and the framers of the Constitution and they undergird Christian individual and civil liberty. "If you abide in my word, you are truly my disciples, and you will know the truth, and the truth will set you free." John 8.

The Foundations Course guides reflective thinking to frame the methods of teaching called the Principle Approach. Participants in the Foundations Course create a personal study notebook for lifelong use in teaching and learning in any setting, with any age student or adult. In the course participants construct the tools for independent completion of Practicum I in the Principle Approach Master Teacher Certification Program.

## Foundation Course Overview

### *The Foundations of Authentic Christian Education*

#### 1. The Governing PHILOSOPHY of Authentic Christian Education

- A. Christian Progeny, Providence, and Principles
- B. God's Principle of Individuality
- C. The Christian Principle of Self-government
- D. America's Heritage of Christian Character
- E. Conscience the Most Sacred of All Property Assignments and Mentoring

#### 2. The CONTEXT of Christian Liberty

- F. God's Sovereignty in Human History: The Providential Chain
- G. The Biblical Worldview Perspective
- H. A Model of Principle Approach Teaching and Learning
- I. The Christian Form of our Government
- J. Planting Seeds of Local Self-government and the Christian Union

*The U.S. Constitution And Why You Must Know It* by Gary Porter

#### 3. METHODS, the Formative Element of Education

- K. Demonstrating the Contrast of Biblical and Progressive Methods
- L. The Wholeness of Authentic Methods and Essential Practices
- M. Essential Practices: Principles and Leading Ideas
- N. Essential Practices: The Notebook and the Word Study
- O. Essential Practices: The Tutorial Spirit and Results Assignments and Mentoring

#### 4. MODELS of Subject Areas Forming a Framework of Truth

- P. The Bible as the Primary Reader
- Q. Literature as the Handmaid of History
- R. Every Teacher is an English Teacher
- S. Mathematics as the Language of Science
- T. Geography as the Theater of History

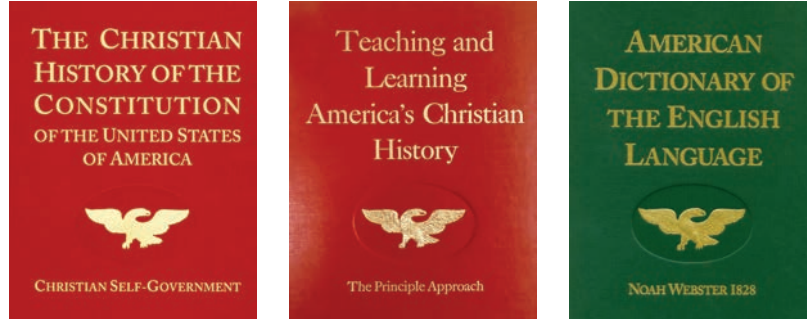
*The Significance and History of The Nehemiah Institute Peers Test* by Mr. Dan Smithwick followed by a reception in his honor.

#### 5. LAUNCHING Forward Together Confidently

- U. Your Story of the Restoration of American Education
- V. The Principle Approach Master Teacher Certification Program
- W. Commissioning Prayer and Launching
- X. To Jamestown for the Christian History Field Study

## Your Privilege of knowing the Christian History Volumes and the 1828 Webster American Dictionary of the English Language

1. Following the Bible, these books below represent the purest and most complete repository of American Christian principles, character, and language.
2. Because we are American Christian educators teaching from a Biblical worldview, we ourselves must know, and teach our students, who we are as a nation, Christian church, and individuals contending with aggressive, opposing worldviews. It is necessary to thoughtfully and thoroughly return to the principles behind issues of life and faith. The ‘Christian history volumes’ are the repository of those principles.
3. Because our language has been hijacked by the deceptions of “political correctness,” we are obliged to define Christianity anew and authoritatively to restore effective communication of the Gospel. Since 1828, Webster’s American Dictionary is the only dictionary in print that serves that need.
4. Every time we use primary sources, we elevate our minds and hearts, hone our thinking, and supply the ideals and language to communicate truth effectively.



**Seminal volumes required for the Foundations Course:** *The Christian History of the Constitution of the United States: Christian Self-government*, Hall; *Teaching and Learning America’s Christian History: the Principle Approach*, Slater; *American Dictionary of the English Language: 1828*, Webster.

**Additional volumes required for the course:** The Noah Plan Curriculum Guides: *History and Geography*, *Literature*, *English Language*, *Science*, *Mathematics*, *Reading*, and *Renewing the Mind for Teaching and Learning* (Youmans and Adams)



All books are available at [FACE.net](http://FACE.net)

## How we work together during the Foundations Course week

1. We work as a group and as individuals to demonstrate and practice Principle Approach philosophy and methods through the daily classes, beginning on Sunday evening with orientation, introductions, and sharing a meal together.
2. Class schedule is 8:30-4:00 Monday through Friday with a 90-minute lunch break
  - AM: two 55-minute teaching sessions back to back; one 15-minute snack break; one 55-minute teaching session
  - Lunch 11:30-1:00
  - PM: one 55-minute teaching session; one 15-minute break; one 55-minute teaching session. Each day ends with a mentoring hour for completing assignments.
3. During the lunch break daily, optional tours, meetings, or mentoring will be scheduled. Individual mentoring can be scheduled during the course week as time permits, or after the course week by phone.
4. On Wednesday evening a light supper is hosted by FACE in a private home for fellowship and networking.
5. Assignments are given in each teaching session to equip you for future service. At the end of each day one hour is dedicated to independent or group work on assignments, or for mentoring by an instructor, to enable the completion of the Foundations notebook within the week.
6. For those registering for the Principle Approach Master Teacher Certification Program, the Foundations Course is followed by Practicum I; the daily assignments in the Foundations Course are directed towards the Practicum I requirements.
7. The Foundations Notebook serves as both a tool of study for your week's work and a record of your mastery of the Principle Approach for your use going forward. As a requirement of FACE Master Teacher Certification, it is submitted for review with Practicum I along with the completion of all assignments.
  - Your three-ring binder has five dividers labeled (1) Philosophy, (2) Context (3) Method ( 4) Models (5) Launch.
  - All course materials from Foundations faculty, personal notes, and all assignments are filed in the notebook in order of presentation.
  - The notebook is to be completed in one-color ink and must reflect the same standards that are expected of students —neatness, order, completeness, and correctness.

## Sunday Schedule

### Orientation and Introductions

- 5:30 Welcome, introductions, supper, orientation
- 6:45 *A Call to Restore*
- 7:05 Announcements and preparation for the week
- 7:30 Memorize definition of the Principle Approach and dismissal

### The Foundations Course Faculty (See bios on pages 16-19)

- Mike Myers, Ed.D. Founder Dayspring Christian Academy
- Max Lyons, Ph.D. Director FACE Teaching Services
- Carole Adams, PhD. President FACE, Founder StoneBridge School
- Martha Shirley, MS Director Professional Development StoneBridge School
- Margie Lyons, BS FACE Teaching Fellow
- Chris Evans, BA FACE Project Coordinator
- Gary Porter, MS Constitutional Leadership Initiative
- Dan Smithwick, BS Nehemiah Institute

### Optional opportunities throughout the week

#### **Stonesetters Tour, Hall-Slater Library, Monday, 11:30-12:00.**

A national treasure and providential link in the Chain of Christianity the Hall-Slater Library is open for a 30-minute presentation of the FACE mission and holdings.

#### **Tour of StoneBridge School, Tuesday, 11:45-12:30**

Transportation shared. A national demonstration school, StoneBridge welcomes visitors and inspires educators from around the world.

#### **The FACE Leading Schools Program, Hall-Slater Library, Thursday, 11:30-12:15.**

Thought of starting a Principle Approach school or vitalizing your existing school? This information session could be the first step in a partnership with FACE.

#### **The Nehemiah Institute Peers Test Hall-Slater Library, Thursday 3:00-5:00.**

Meet the president, hear the history and prophetic role of the PEERS Test. And get your scores!

#### **Have questions or need a mentoring session?**

FACE staff are available 3:00-4:00 each afternoon by appointment. Sign up at front desk.



## Monday Schedule

# The Governing PHILOSOPHY of Authentic Christian Education

*Focusing on the Individual Relationship to God through Teaching and Learning*

### A. 8:30-9:25 Christian Progeny, Principles, and Providence

The graphic "Thinking and Reasoning Biblically" demonstrates the Biblical components of the American Christian philosophy of education. Three integrated concepts form a mature Biblical worldview. The "vertical" and "horizontal" principles resolve the issues of life towards living 'to God.' [CHOC I pp. 1-2; T&L pp. 112-117]



The Principle Approach  
*Thinking and Reasoning Biblically*

### B. 9:25-10:20 God's Principle of Individuality

The ubiquitous first principle of God's relationship to His creation upon which the following six principles rest, is counterfeited by the human concept of collectivism—the subtle enemy of liberty. PEERS Testing unveils untruth. [CHOC I p. 2; T&L pp. 119-121, 141 ff.]

### 10:20-10:35 Break

### C. 10:35-11:30 The Christian Principle of Self-Government

The Christian Gospel enables man to choose to "live to God" (Ames), or else to be externally governed by the consequences of defying God. The framers of American liberty identified "self-government" under Christ as the impetus of sustaining the constitutional republic. [T&L pp. 119-121 Grotius, pp. 184-186, 204 Locke, pp. 206-209; CHOC I pp. iv-v]

### 11:30-1:00 Lunch and Stonesettors Tour

### D. 1:00-1:55 America's Heritage of Christian Character

The mark of the relationship with Christ on a life is demonstrated in Christian character, the recognizable outworking of the Holy Spirit in individual expression of life, talents, abilities, affections, worldview, service, and testimony to convictions. [T&L pp. 123-124; 210, Neander, CHOC I pp. 09-210, Bradford]

### 1:55-2:10 Break

### E. 2:10-3:05 Conscience The Most Sacred of All Property

Ownership of one's conscience as a property and tool of dominion is the touchstone of "living to God" and is governed by one's consent. Property is an aspect of natural law; consent is the title to conscience. [T&L pp. 125-127; pp. 225-227; pp. 232-236. CHOC I pp. 139-146, Blackstone]

### 3:05-4:00 Assignments and Mentoring

Sign up for appointment

## Tuesday Schedule

### The **CONTEXT** of Christian Liberty

*Focus: Individual Relationship to Government and Culture through Education*

#### **F. 8:30-9:25 God's Sovereignty in Human History: Providential Chain**

God has pronounced for us what is true, what is good, and what is providential. Human history demonstrates both the inability of human wisdom to decide how to live and God's purpose for man to live free. [CHOC I pp. 5-6; T&L 115-117]

#### **G. 9:25-10:20 The Biblical Worldview Perspective**

Believing that God is Sovereign impacts what is true about everything else in life including how we think about faith, societal structures, the marketplace, cultural values, and how we educate our children. [CHOC I p. 9; T&L pp. 52-53]

#### **10:20-10:35 Break**

#### **H. 10:35-11:30 A Model of Principle Approach Teaching and Learning**

The major lessons of history, consistently exemplified in the Bible, carry the seven principles. A model history lesson reviews the first four "vertical" principles." [CHOC I pp. 176-186, T&L pp. 215-224]

#### **11:30-1:00 StoneBridge School Tour and Lunch**

#### **I. 1:00-1:55 The Christian Form of Our Government**

Religion and forms of government are by nature interconnected. The form of government that allows men liberty is rooted in Biblical principles:

representation, federalism, local self-government, separation of powers. Can we call America a Christian nation? [CHOC I pp. 79-81; T&L pp. 240-249]

#### **1:55-2:10 Break**

*Respond regrets only to Wednesday supper 5:00-7:00pm*

#### **J. 2:10-3:05 Planting Seeds of Local Self-Government and Christian Union**

Perpetuating liberty through education means planting and preserving the internal unity of thought and conscience to maintain the federal union. [T&L pp. 131, 135]

#### **3:05-4:00 The U.S. Constitution and Why You Must Know It by Gary Porter**

## Wednesday Schedule

### **METHODS, the Formative Element of Education**

*Focus: Forming Character and Conscience through Scholarship*

#### **K. 8:30-9:25 Contrast of Biblical and Progressive Methods**

The stark contrast between progressive and Christian methods in teaching and learning with two opposing end goals and results while wielding similar facts and materials. Two methods demonstrated in the same “lesson” demonstrate the outcome. [T&L 90-94]

#### **L. 9:25-10:20 Wholeness of Methods and Essential Practices**

As demonstrated in “dueling lessons,” teaching to ultimate results or outcomes is a governing factor in Principle Approach practice. The sad history of Christian education had a glorious beginning and effect in delivering the Reformation to the church and in creating a model of civil liberty for all humanity. The Hebrew mind, the Reformation’s reform of logic and practice in education, and the Puritan “Circle of Learning” foretold American Christian education.

#### **10:20-10:35 Break**

#### **M. 10:35-11:30 Essential Methods: Principles and Leading Ideas**

The practice of teaching and learning by principles and leading ideas is patterned after Biblical “models” to create the reflective setting and instruction within the context and principles of Christian purposes. [*Renewing the Mind for Teaching and Learning*; T&L pp. 88-112]

#### **11:30-1:00 Lunch**

#### **N. 1:00-1:55 Essential Practices: The Notebook And Word Study**

Four R’ing with the notebook and word study are tools of Biblical reasoning [*Renewing the Mind for Teaching and Learning*; T&L pp. 88-112]

#### **1:55-2:10 Break**

#### **O. 2:10-3:05 Essential Practices: The Tutorial Spirit and Results**

Teaching ‘well’ in the tutorial spirit of “every child learning” trumps ‘mass-production’ methods of teaching and learning. [*Renewing the Mind for Teaching and Learning*; T&L pp. 88-112]

#### **3:05-4:00 Assignments and Mentoring**

#### **5:00-7:00 Supper together at the Woodruffs**

## Thursday Schedule

### **Models: Subject Areas Form Frameworks of Truth**

*Focus: Representations of Principle Approach Teaching and Learning*

Today, through “model” lessons, the three previous days of training will take life in actual teaching and learning. Instructors will present a subject lesson as it would be taught in the classroom as representative of the Principle Approach philosophy, method, and curriculum.

#### **P. 8:30-9:25 The Bible as Primary Reader**

Cultivating the skill of reading beyond intensive phonics using the *Noah Plan Reading Curriculum Guide*

#### **Q. 9:25-10:20 Literature as the Handmaid of History**

Learning to love God, family, Christian character, and the nation through literature using the *Noah Plan Literature Curriculum Guide*

#### **10:20-10:35 Break**

#### **R. 10:35-11:30 Every Teacher is an English Teacher**

Mastering language through literature using the *Noah Plan English Language Curriculum Guide*

#### **11:30-12:15 Face Leading Schools Program**

#### **Lunch 12:15-1:00**

#### **S. 1:00-1:55 Mathematics as the Language of Science**

Learning to quantify and analyze nature well using the *Noah Plan Mathematics Curriculum Guide*

#### **1:55-2:10 Break**

#### **T. 2:10-3:05 Geography as the Theater of History**

Gaining dominion over the earth for God’s glory using the *Noah Plan History and Geography Curriculum Guide*

#### **3:05-5:00 The History of the Nehemiah Institute Peers Test**

The mission of the Nehemiah Institute is to unleash a massive spiritual awakening within the Christian community, by helping Christian organizations and the individuals and families they serve, establish quantifiable standards for worldview education and a personal plan for each individual to achieve and maintain a Christian worldview. Followed by reception honoring Mr. Dan Smithwick.

## Friday Schedule

### Launch: Facing Forward Together Confidently

#### U. 8:30-9:30 Summary Presentations

Inspiring your vision as a restorer and equipping you with tools of influence to serve the army God is using to restore His place in the education of His children, and in all other spheres-government, economics, politics, social issues and religion.

#### V. 9:30-10:20 Principle Approach Master Teacher Certification Program

Expounding the PAMT Certification Program and the practicum for Q&A

#### 10:20-10:40 Break

#### W. 10:40-11:15 Launching and Commissioning Prayer

#### X. 11:15-5:00 Lunch and the Christian History Field Study in Jamestown

*Please remember to complete the evaluation of the Foundations week and submit it to Dr. Lyons before you leave the building.*

*It has been our joy to work with you this week in the noble endeavor you serve. Please let us know what and how you are proceeding. We are with you heart and soul. We'll be in touch.*

**Leading Schools Program** FACE offers support of Christian schools that practice Principle Approach education in a “Leading Schools” program to develop their mission as local teaching centers in their communities. Day schools K-12, hybrid schools that combine home and day schooling, independent Christian schools, and church sponsored schools, are responding to the call to align the education of Christian children with the Biblical mandate. Candidate schools desire to attain a recognized position of excellence as a model of American Christian education for others. In the FACE program, both existing and start-up schools can reach Leading School status. Contact Dr. Lyons for more information.

## Wisdom for Participants

### *How Can You Get the Most out of the Course?*

**C**an Foundations equip a group of diverse experiences, backgrounds, and ministry callings? Can individuals within such a course gain the needed benefit from the week of Foundations?

Each participant brings an individual ‘reality’ to the week:

**1. Be Patient** with yourself: the week will meet you where you are, at your need, perhaps not where you wish to be:

- Accept this reality and produce the patience to allow the Lord to deepen your understanding, whether it is new and overwhelming, or if you wrestle with wanting more—reality is that the Holy Spirit will quicken as we are receptive to inspiration.
- Allow the Holy Spirit to do His work. Foundations by nature layers truth in your spirit, layers wisdom in your heart, and layers strata of knowledge in truth and wisdom.

**2. Be Diligent** to submit to the assignments: take each assignment to heart:

- Some will challenge you to new expressions of understanding and some will solidify convictions that need structure and solidification.
- Do each with the expectation of benefit.

**3. Gain Knowledge:** Whether you are a novice or a practitioner of the Principle Approach, Foundations is a deepening experience:

- It excavates for setting pillars of an authentic philosophy of education.
- It digs away at unrecognized strongholds to set those pillars for new heights of understanding.
- The philosophy of education is the root—let it go deep and uproot past mis-conceptions.
- The method of teaching is the stem by its nature, Principle Approach is a methodology.
- The curriculum to be studied is the fruit of Biblical classical education.
- Face it, you may be bringing to the week pseudo-knowledge that must be purged.

**4. Envision** your Future station:

- Realize that this is Foundations—foundational to every future station in the Kingdom as the Christian philosophy of education (enlightening, correcting, forming and fitting for life) is a philosophy of government (submitting self to moral and natural law for harmony with God and man)
- Realize that Christian philosophy of education and government applies to (1) Family, (2) Church, (3) School, (4) Community, (5) State, (6) Nation
- This teaching is specific and expansive to us and applicable beyond what we know or believe. It is universal truth, the basis of the best life on earth as well as citizenship in heaven.

## Now What?

*You've completed the Foundations Course. What will you do with it?*

**W**e would urge you to apply to enter the Principle Approach Master Teacher Certification Program. There is an application in your Foundations notebook describing the three-year program.

The next step after filing the application is to complete the Foundations Course assignments. Once complete, you will be ready to continue with certification. The Foundations Practicum, also described in your notebook, is the culminating project of the Foundation year. If you would like to discuss how to choose your topic for Practicum I, please call us.

The second step in the certification program is the Applications Course available in the summer. This course focuses on your subject and/or grade level and is taught in smaller groups with a strong mentoring component. The objective of Applications is to cultivate curriculum writing skills and mastery of Principle Approach methods.

The Applications Course is followed by Practicum II, your culminating project that you will exhibit in the third step of certification: Exhibiting your mastery of the Principle Approach.

If you are teaching in a Principle Approach school or home school, we recommend that you tailor the certification assignments to your teaching setting. Just call us.

All set to move ahead? Consider other ways that you can put your knowledge of Principle Approach to work in the Kingdom.

1. Start a Principle Approach school or home school. This is our specialty. We welcome school partners and have a program of development for starting a school or transitioning an existing school to Principle Approach.
2. Start a Principled Studies Group in your church or community. Our “Enlighten the Nation” program offers a detailed Principled Studies Leader’s Guide that is easily adapted to any group of adults.
3. Get involved with FACE. Be sure you are on our mailing list, receive our email communication, and join forces with us to influence your community in a number of ways:
  - a. Leaders Summits
  - b. Development Taskforce
  - c. Stonesetters Tours
  - d. Principled Studies Groups
  - e. On-line workshops and courses to continue your education in the Principle Approach

## Foundations Course Faculty



### **Mike Myers, Ed.D.**

*Headmaster, Dayspring Christian Academy*

Dr. Myers was a public-school science teacher when he discovered the Principle Approach while attending

Regent University in the mid-1980s—a life-altering encounter. Upon earning a Master of Arts degree in School Administration, Mike returned to Lancaster, PA to start Dayspring Christian Academy as a Principle Approach school. Mike has served as headmaster at Dayspring for 33 years. Over the years Mike has trained teachers, students, and parents in America’s Christian history, including the biblical principles government and education. Mike is the author of the book, *It’s Time to Remember, America*, which is based on his radio spot, *Remember, America*, which began airing in 1993 and still continues. In addition to his headmaster duties, Dr. Myers is an adjunct professor for Regent University and is the program director for the unfolding Principle Approach master’s degree program for teachers at Bryan College. Mike has joined the FACE staff as Director of School Leadership. God has blessed Mike and Cathy with three grown children and nine grandchildren.



### **Carole Adams, Ph.D.**

*President, Foundation for American Christian Education*

A native Virginian, Dr. Adams’ work in Christian education led her and her husband John to found StoneBridge School

in Chesapeake, Virginia, a fully accredited K-12 school graduating students who lead the nation in Biblical worldview PEERS Test scores. Dr. Adams served as head of school for 21 years and continues to serve on the board of directors. Dr. Adams serves as senior editor of *The Noah Plan, a Principle Approach K-12 curriculum* and author of several other publications. She is the author of the *Classic Grammar* series and of the *Noah Plan English Language Curriculum Guide*. Dr. Adams holds a BA in French from Old Dominion University, an MA in curriculum design and a Ph.D. in educational leadership from Valley Christian University. She was commended by the Commonwealth of Virginia General Assembly for her “educational accomplishments on behalf of the young citizens of the Commonwealth.” She and her husband John are parents of a son and two daughters and have four grandsons, three granddaughters, and a great-grand son.





### **Max Lyons, Ph.D.**

*Director of Teaching Services,  
Foundation for American  
Christian Education*

Dr. Lyons served as teacher and administrator in three Christian schools since 1979. He holds

a Bachelor of Arts in Mathematics from Virginia Wesleyan College, a Masters in Christian School Administration from Regent University, and a Ph.D. in Christian Education from Whitefield Theological Seminary. He serves as FACE Director of Teaching Services and a Master Teacher and speaker. He authors several publications including *How to Establish a Christian School to Restore the Republic*. He has several books published in Portuguese that are used by a network of Principle Approach schools in Brazil.



### **Carey Woodruff**

*FACE Executive Vice President*

After her graduation from Marymount University (BA) and Regent University (MBA), she founded Ukraine Children's Project in 1997, a Christian

humanitarian ministry to orphans in the Vinnitsa Oblast of western Ukraine. Carey joined the staff of FACE as a graduate of a Principle Approach school and advocate of the importance of this form of education in today's culture and in impacting the nations. Today she leads the development of the ministry and represents FACE at education, values, and religious liberty forums related to the faith-based initiatives of the U.S. government. Carey is

the mother of two daughters who attend the FACE demonstration school in Chesapeake, Virginia StoneBridge School. She and her husband Jeremy live in Suffolk, Virginia and her particular interests include painting and furthering the restoration of American Christian education.



### **Martha Shirley**

*Principle Approach Master  
Teacher*

Martha is a founding faculty member and currently serves as Director of Professional Development at StoneBridge

School, Chesapeake, Virginia. She has developed and supervises teachers in the Principle Approach Master Teacher Pathway and Certification Program. Mrs. Shirley holds a BS and MS in Education. Martha established The "Bible as Reader Program" for Kindergarten through 5th grade and authored the Noah Plan Reading Curriculum Guide. She contributed significantly to The Noah Plan Lesson Manuals, for kindergarten through third grade, and the 4th grade textbook, *Walking With Jesus*. She is a member of the FACE Board of Directors. Martha enjoys working with teachers as a mentor and trainer, and researching best practices in reading and writing. Her life verse is Colossians 3: 17: *And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him*. Martha is the mother of two and grandmother of six and lives with her husband Jim live in Suffolk, Virginia.



**Margie Lyons**

*Home-based Master Teacher*

Margie is a professional educator with a B.S. degree in elementary education. She taught in a Christian school for two years before devoting her full-time energies to raise and homeschool her four children. Her accomplishments include home schooling (using the Principle Approach®) since 1986, leading a Principle Approach home school support group, producing model teacher and student notebooks at all grade levels, and training homeschoolers in using this unique method of education. Margie specializes in curriculum development and consultant to teachers and parents.



**Chris Evans**

*Christian Historian*

Chris has homeschooled her two children and also worked in promotion, publicity and history events at StoneBridge School. She has been politically active in public policy in conservative and social issues for 35 years. Chris has spent 25 years researching and studying Christian history specializing in the providential history of America and the Virginia Colony. She leads tours to the First Landing site and the historic district specializing in tours to Jamestown. Chris recently published her first book *Odyssey of Faith, the Virginia Colony, Jamestown and You*, with accompanying coloring book and teacher guide.



**Gary Porter**

*Master Teacher of the U.S.*

*Constitution, Executive*

*Director of the Constitution*

*Leadership Initiative, Inc.*

*(CLI)*

CLI is a project to encourage a better understanding of the U.S. Constitution among the American people. Gary retired from the U.S. Air Force after a 21-year career flying fighter aircraft. CLI provides courses on the U.S. and Virginia Constitutions, and promote the use of other, online and live courses as the needs of the audience dictate. A sought-after speaker on constitutional topics at regional and national conferences, Gary also re-enacts James Madison in period costume. Gary serves presently as the board chairman of Hampton Christian Academy. Gary also serves as a volunteer docent at the Foundation for American Christian Education where he has led the cataloging of the Hall-Slater Library and contributed as a presenter to FACE's Lessons in Liberty lecture series. Gary holds a bachelor's degree from Kent State University and a master's degree from the University of Southern California. He and his wife have two children and seven grandchildren. Gary can be reached via email at [Gary@ConstitutionLeadership.org](mailto:Gary@ConstitutionLeadership.org) or by calling 757-867-9120.



### **Dan Smithwick**

*President, Nehemiah Institute*

After serving honorably with the United States Air Force and a successful career in upper-level management, including 20 years with AT&T, Dan

Smithwick founded the Nehemiah Institute in 1986, a nonprofit ministry providing Biblical worldview training and worldview assessment programs for use by Christian educators, students, families, churches, and media outlets. Upon founding the institute, Dan authored the PEERS Test, a worldview assessment program designed to reveal an individual's worldview on Politics, Economics, Education, Religion and Social issues (PEERS). The PEERS Test and Nehemiah's worldview training materials have received critical acclaim and support from high profile organizations such as Focus on the Family, Christian Film & Television Commission, Answers in Genesis, and the Foundation for American Christian Education, The Colson Center and Christian Broadcasting Network.

**The FACE Staff** welcomes Foundations participants with Virginia hospitality to the Hall Slater Teaching Center. Please meet staff members and see them for assistance.

- Carole Adams, President
- Carey Woodruff, Executive Vice-president
- Max Lyons, Director of Teaching Services
- Mike Myers, Director Leading Schools Program
- Amy Green, Administrator of Marketing
- Decie Rowlands, Sales and Customer Service Representative
- Joel Cupp, Operations Warehouse and Data Coordination
- Chris Evans, Project Coordinator
- Gary Porter, Library Docent
- Sofia Dudkovsky, Conference Assistant

## Clarifying Questions and Answers

### Knowing Liberty <sup>1</sup>

**Question:** *Is the term liberty misunderstood today compared to its Biblical meaning and particularly in relation to American liberty?*

The quest for liberty has persisted in men's hearts as civilizations have risen and fallen throughout human history. It has sparked intermittent, man-designed movements towards personal freedom that persistently fell far short of civil liberty for all. The fact that God loves liberty was proven in 18th century colonial America as the fullest expression of civil liberty took form in a Constitutional Republic with a personal bill of rights, a federal system ensuring local self-government, and the voices of "we the people" clearly heard. Biblical principles formed the structure of this expression of liberty illustrating "Where the Spirit of the Lord is, there is liberty" and proclaiming that God's Spirit is the place of liberty and the object of man's unending quest. American liberty is God-governed liberty.

Because the philosophy from which children are schooled in one generation forms the philosophy from which men are governed in the next, parents and teachers are responsible and accountable for sustaining the Biblical concept of liberty generation to generation. In the United States of America, the permanence of civil liberty is in the power of parents and teachers to possess and teach a correct Biblical understanding of liberty as

defined by the generation that gave their posterity the American expression:

Noah Webster, 1828: "Natural liberty, consists in the power of acting as one thinks fit, without any restraint or control, except from the laws of nature. It is a state of exemption from the control of others, and from positive laws and the institutions of social life. This liberty is abridged by the establishment of government."<sup>2</sup>

John Locke, 1632-1704: "To understand political power right, and derive it from its original, we must consider, what state all men are naturally in, and that is, a state of perfect freedom to order their actions, and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man."<sup>3</sup>

**Locke's straight-forward philosophy is woven deep into our American governmental form and our culture...**

Mr. Ben Gilmore explains Locke's statement: "To understand political power right:" Political power refers to-person-to-person relationships, the 'horizontal' as opposed to the 'vertical' relationship with God. To understand "And derive it from its original" think of peeling an onion back to the

<sup>1</sup> Adapted from Mr. Ben Gilmore from his blog: ACHstudyGroups.com.

<sup>2</sup> Webster, Noah. *American Dictionary of the English Language: Facsimile Edition 1828.*

<sup>3</sup> Locke, John "Of Civil Government", quoted in CHOC I, p. 58.

seed, digging back to the very beginning. We get so involved in day to day activities that we tend to lose contact with the fundamentals. Locke reminds us of the natural state of man, the state of perfect freedom. Then he defines that state for us, “... to order their actions, and dispose of their possessions and persons, as they think fit, ... without asking leave, or depending upon the will of any other man.” Noah Webster’s American dictionary became the standard of excellence in the English-speaking world. The similarity in texts illustrates Locke’s influence in American colonial life.

The truly free man might think, “I am free to do anything I wish until I reach a boundary. The ‘Golden Rule’ is a boundary.” Others think, “I must get permission before I take any action.” Does this last thought show that others may have lost track of their liberty?

To derive liberty from its source, “Where the Spirit of the Lord is, there is liberty.” Without the presence of that Spirit there is bondage to sin, that is, “rebellion,” as sure a bondage as any external tyranny. Natural liberty exists only in accord with natural law, God’s governance of the universe. **Civil government that aligns with God’s moral law is authentic American liberty.**

John Winthrop’s “Little Speech on Liberty”<sup>4</sup> is worthy of being memorized by every American youth:

There is a twofold liberty, natural (I mean as our nature is now corrupt) and civil or federal. The first is common to man with

beasts and other creatures. By this, man as he stands in relation to man simply, hath liberty to do what he lists; it is a liberty to evil as well as to good. This liberty is incompatible and inconsistent with authority, and cannot endure the least restraint of the most just authority. The exercise and maintaining of this liberty makes men grow more evil, and in time to be worse than brute beasts: omnes sumus licentia deteriores. [Too much liberty debases us.] This is that great enemy of truth and peace, that wild beast, which all the ordinances of God are bent against, to restrain and subdue it.

The other kind of liberty I call civil or federal, it may also be termed moral, in reference to the covenant between God and man, in the moral law, and the politic covenants and constitutions, amongst men themselves. This liberty is the proper end and object of authority, and cannot subsist without it; and it is a liberty to that only which is good, just, and honest. This liberty you are to stand for, with the hazard (not only of your goods, but) of your lives, if need be. Whatsoever crosseth this, is not authority, but a distemper thereof. This liberty is maintained and exercised in a way of subjection to authority; it is of the same kind of liberty wherewith Christ hath made us free...

<sup>4</sup> The History of New England from 1630 to 1649, by John Winthrop Esq. First Governour of the Colony of Massachusetts Bay from His Original Manuscripts. Quoted in CHOC, I, p. 262.

## God's Providence as the Context of Life and Learning

**Question:** *Why is the Biblical doctrine of God's providence a key component of all Principle Approach instruction?*

Westminster Catechism, "God's works of providence are His most holy, wise, and powerful preserving and governing all his creatures and their actions."

Providence, n. [Fr from L. providentia.]<sup>5</sup>  
In theology, the care and superintendence which God exercise over his creatures. He that acknowledges a creation and denies a providence, involves himself in a palpable contradiction; for the same power which caused a thing to exist is necessary to continue its existence. Some persons admit a general providence, but deny a particular providence, not considering that a general providence consists of particulars. A belief in divine providence, is a source of great consolation to good men. By divine providence is often understood God himself.

PROVIDENCE is described as the continued exercise of God's creative energy by which the Creator, keeps all creatures in being, involves Himself in all events, and directs all things to their appointed end.<sup>6</sup> Identify in subject areas the many opportunities to demonstrate the following leading ideas:

1. God is completely in charge of this world, though his hand may be hidden, his perfect rule extends to all things.
2. The Bible rules out all limitations to His providence teaching God's providential control over the universe, the physical world, the brute creation, the affairs of nations, man's birth and lot in life, the outward successes and failures of men's lives, things seemingly accidental or insignificant, protecting the righteous, supplying the wants of God's people, giving answers to prayer, and the exposure and punishment of the wicked.
3. Describing God's involvement in the world and in the acts of rational creatures requires complementary statements -for example, a person wills an action, an event is triggered by natural causes, or Satan shows his hand -yet God overrules. People may go against God's will of command-yet they fulfill His will of events. People's motives may be evil-yet God uses their actions for good (Ge 50:20; Acts 2:23). Although human sin is under God's decree, God is not the author of sin Ga 1:13-17).
4. God's concurrent or confluent involvement does not (1) violate the natural order (2) ongoing causal processes (3) free, responsible agency of humans (4) take away responsibility and power of second causes.
5. Of evil that infects God's world: spiritual, moral, physical:

<sup>5</sup> Webster, Noah, *An American Dictionary of the English Language*,: Facsimile Edition 1828, Foundation for American Christian Education.

<sup>6</sup> Westminster Catechism, "God's works of providence are His most holy, wise, and powerful preserving and governing all his creatures and their actions."

- a. God permits evil, Acts 14: 16
  - b. He uses it as a punishment, Ps 81:11-12; Ro 1:26-32.
  - c. He brings good out of evil, Ge 50:20; Acts 2:23, 4:22-28, 13:27, 1 Co 2:7-8.
  - d. He uses evil to test and discipline those He loves, Mt 4:1-11; He 12:4-14.
  - e. He will one day redeem His people from power and presence of evil altogether, Re 21:27; 22:14-15.
6. Christians are promised NEVER: Christians are never in the grip of blind fortune, chance, luck, or fate. All that happens to them is divinely planned, and each event comes as a new summons to trust, obey, and rejoice, knowing that all is for ones' spiritual and eternal good, Ro 8:28.
7. Christians are promised YES: All the promises of God find their YES in Him "who has anointed us and who has put his seal on us and given us His Spirit in our hearts as a guarantee!" 1 Co 1: 19-22.

Every subject has a 'His Story'-find it. Identify the key individuals God chose in revealing the subject. Use the leading ideas to draw the student's heart to trust in God's providence for life. This brief summary attempts to capture the leading ideas with brief reference.

## America On The Chain of Christianity

**Question:** *Why is America so prominent in the FACE publications and can 'American' be removed from the Principle Approach for adaptation to the education of students in other nations?*

Every nation has a providential history in Christ His Story. Each nation can trace in her history the impact of the Gospel, or its absence, on the founding, the formation, and the unfolding destiny of the nation.

The Principle Approach method of education by Biblical principles, to form Christian character and scholarship in individual students, is America's historic method of Biblical reasoning that puts the truth of God's word at the heart of every subject in the curriculum. The research first published by Verna Hall, and the companion educational program written by Rosalie Slater, identified the Principle Approach as the educational method evident in the colonial and founding era of America's history. It was the method by which America's founding fathers discerned and designed the constitutional federal form of republican government that gave citizens of the United States the liberty and prosperity by which to build the nation.

The Principle Approach is first Biblical, Christian, and then American. However, it is as universally applicable as are Christ and the Bible.

The publications of the Foundation, which document the Principle Approach, are titled to accurately represent their identity ideologically and practically—*The Christian History of the Constitution of the United States: Christian Self government, Teaching and Learning America’s Christian History: The Principle Approach, The American Dictionary of the English Language*, etc.

The Principle Approach is applicable in any educational setting in any nation. Application involves researching the history of the nation to identify the providential history context and the national literature in which to apply Principle Approach methodology. Application in another cultural and national context however, does not nullify the root nature of the Principle Approach which is Biblical, Christian, and American.

It is possible to practice the Principle Approach methodology using the Noah Plan curriculum and employing the 1828 Noah Webster dictionary without emphasizing America’s Christian history, however, the American model of education and government remains an historical memorial to the power of truth in liberating man. How the American has been faithful or unfaithful to its principles is etched in the annals of American history and today’s headlines and is another topic.

## The Proprietary Nature of the Principle Approach

**Question:** *What are the proprietary rights of the Foundation for American Christian Education to the Principle Approach®?*

The Foundation encourages the expansion and impact of the Principle Approach through others in their respective spheres of influence to affect a nation-wide, even world-wide, “education that honors God and that teaches study content in the light of God’s Word.”<sup>7</sup>

The Principle Approach® is a registered trademark of the Foundation for American Christian Education (The Foundation; FACE). This is a legal designation that fulfills in every way the Biblical foundations and definitions concerning property. The original author of the Principle Approach, Rosalie June Slater, during her lifetime in 1995, authorized the FACE Board of Trustees to secure copyright registration (i.e., legal title) to the name ‘Principle Approach’ as a means of sustaining the integrity of the philosophy and methodology in its original intent.

The seminal volume, written by Rosalie June Slater and first published in 1964 by the Foundation, bears the title *Teaching and Learning America’s Christian History: the Principle Approach*.

This original volume presents the Principle Approach as a Biblical methodology of teaching and learning patterned after “America’s historic method of Biblical reasoning that puts the truth

<sup>7</sup> Slater, Rosalie J., *Teaching and Learning America’s Christian History: The Principle Approach*, FACE: San Francisco, 1975, p. xix.



of God’s word at the heart of every subject in the curriculum.”<sup>8</sup>

The Foundation invests its resources including labor, time, and money in giving definition, description and practice to this specific idea—the Principle Approach. Since 1964, its efforts have centered upon the Foundation’s mission *to publish and teach America’s Christian history and method of education by Biblical principles to restore Christian self-government and character to the individual, to families, to churches, and to the nations.*

The very nature of the Principle Approach (restoring the Christian self-government and character) demands a wide-spread dissemination and practice of the method. The Foundation recognizes, encourages, and often rewards other individuals, institutions, and ministries who teach and/or practice the Principle Approach. As proprietor of the term ‘Principle Approach’, the Foundation requires that those individuals, institutions, and ministries give due recognition of proprietary rights by appropriately referencing the Foundation, and obtain express permission of the Foundation in accordance with copyright laws where there is extensive use. Those who practice and teach the Principle Approach have the responsibility of maintaining its integrity aided by the many publications and training provided by the Foundation that establish thoroughly the original nature and process of Principle Approach practice. Likewise, the Foundation maintains its stewardship responsibility in protecting its property from any unapproved use.

## The Careful Use of Textbook

**Question:** *Does the use of modern published textbooks violate the integrity of the Principle Approach®?*

The question of using textbooks is not only one of the quality and nature of available tools and resources, but, more importantly, one of the philosophy of government by which one teaches. Who or what is in control of the curriculum, methodology, pacing, assessment, and other facets of the home or school classroom? And, secondly, what is the ideology or worldview that is directing and regulating the content, whatever the text source may be—is it good; is it true; and **what is its targeted end or purpose?**

According to scripture, the first obligation of the Christian parent is to impart the knowledge of God as the “only foundation of all sound knowledge and learning.”<sup>9</sup> Home is the first sphere of education; schoolmasters may be hired to serve the home in upholding its authority. The parent or teacher is the **living textbook** and governor of learning whose character and scholarship mold the character and scholarship of the student. The most effective learning comes through this relationship, heart to heart and mind to mind. Modern textbooks used exclusively or indiscriminately will impede or distort this natural teaching-learning order.

Modern textbooks innately carry the false philosophies and vain conceits of contemporary

<sup>8</sup> Slater, Rosalie J., *Teaching and Learning America’s Christian History: the Principle Approach*, FACE, San Francisco, 1964, p. 88.

<sup>9</sup> Slater, Rosalie J., *Teaching and Learning America’s Christian History: the Principle Approach*, FACE.

culture to impose its secular worldview and agenda. They centralize the direction, control, regulation, and restraint of information in accord with the goals and standards of the state and federal governments that fund them. The original American ideals of Christian character and self-government have long been abandoned in contemporary texts and replaced with socialistic and humanistic ideologies. Christian publishers often publish the modern curriculum with the adornment of scripture, or “issues” such as creationism, not recognizing the anti-Christian principles at the core of the text.

America depends for the perpetuation of her liberty on a citizenry tooled in **Christian character and self-government**. Those principles must serve as the backbone of education generation to generation or be abandoned at the peril of our liberty. The ongoing generational decline

of standards in American education results in teachers who are not masters of the content and who submit their authority in Christ to the supposed superiority of published textbooks. Their lack of dominion makes them ready slaves to the ideologies latent or even blatant in the texts published for schools. **The Principle Approach builds the teacher first in a sound philosophy of Christian education and then the student as the teacher becomes the master of the subject and truly the living textbook.** The classroom governed by a Biblical classical philosophy and methodology of education will subordinate the use of appropriate texts to the practice of the Principle Approach methodology and its notebook method towards the end goal and purpose of forming Christian character, self-government and scholarship in the American student.

And Praised be thou, O Lord, forever, which dost likewise give us thy works and Word for a pattern, whereby to erect this Pansophy, or temple of Wisdom: that as thy Word and works are true and lively representations of thee: so this, which we are about, may prove a true, and lively image of thy Word and works.

Jon Amos Comenius, A Reformation of Schooles

## Overview: Principle Approach Master Teacher Certification Program

**W**hat preparation have you been given for the privilege of forming the hearts and minds of the influencers and leaders of the next generation? To form the character of the nation multi-generationally? Beyond curriculum or skill-building, how do you learn the methods of forming Christian character, of inspiring hearts, and building leaders?

The Principle Approach Master Teacher Certification Program relies on Biblical reasoning; the practice of the methods that form Christian character; mastery of the Biblical classical approach that measurably forms the Biblical worldview for all of life; preparation to be a living textbook to your students; use of Christian scholarship to cultivate effective communication skills; the emergence of the teaching gift that elevates the individual, imparts vision for the Kingdom, and rebuilds the culture for Christ.

Our training prepares you to serve God's purposes for our children by His grace in profound hope. Outcomes of the three-year Master Teacher Certification Program include:

- A love of teaching that begets the love of learning
- A genuine Biblical worldview in every subject
- Mastery of methods that form Christian character and conviction
- A providential view of history and life
- The ability to impart life-long learning skills
- Effective use of logic and reasoning
- Effective communication skills
- Strategies for enabling every learner

### Three years of training culminate in certification as a Principle Approach Master Teacher

#### Year One:

#### Foundations of the Principle Approach Course

The entry-level, five-day on-site program in the Principle Approach philosophy, methodology and curriculum towards becoming a credentialed Principle Approach Master Teacher. The joy of forming like-minded study partnerships with Principle Approach teachers and fellow-students focuses upon authentic learning and the honing of the Biblical worldview and Christian scholarship. Teaching/Mentoring Method: Direct instruction with participation by discussion and presentation; building the Foundations record for all future teaching; application of teaching to individual circumstances (levels, settings, subjects, families, etc.); development of plans for implementation in local teaching setting. Tuition \$275.

#### Foundations Practicum

Independent study based in area of service after the completion of the Foundations Course. This study sets the foundation of practical Principle Approach methodology in lesson planning adapted to your teaching setting. Prerequisite: completion of all Foundations assignments. The Practicum is submitted with the completed Foundations Course notebook within a nine-month timeline. Tuition is included free with Foundations Course.

**Year Two:****Applications of the Principle Approach Course**

The five-day, on-site program in the Principle Approach philosophy, methodology and curriculum towards becoming a credentialed Principle Approach Master Teacher. By applying the foundational teaching in the subject areas or grade levels, the method is internalized while preparing the participant with the ownership of the tools needed for authentic Biblical classical education. Tuition \$350.

**Applications Practicum**

Independent study based in area of service which builds the Applications record for all future teaching in individual circumstances (levels, settings, subjects, families, etc.); development of plans for implementation in local teaching setting. Tuition is included free with Applications Program.

**Year Three:****Exhibition of the Principle Approach Program**

The Exhibition year is the third level, three-day, on-site program in the Principle Approach towards becoming a credentialed master Principle Approach teacher. Mentors give individual time to review, observe and advise according to the standards of the culminating practicum. Participants present their work, and mentors kindly advise and guide. The culmination of the week is the teaching of a model lesson designed by the participant. Tuition \$350.

## Interim Practicum I

### Course Syllabus

#### Guiding Mission of Principle Approach Master Teacher Preparation

The Foundation for American Christian Education publishes and teaches America's Christian history and method of education by Biblical principles to restore Christian self-government and character to the individual, to families, to the church and to the nations.

#### FACE Vision:

Raising an army of individual lives prepared to build the family, the church, and the nation through education in a Biblical-theistic worldview to glorify God above all and bless the people by applying wise principles to all areas of life.

#### A Life Formed by The Principle Approach:

Principle Approach®, the Biblical-classical method of education, forms a life by truth and grace in the pattern of the proven, original method of American Christian education. The individual trained in the Principle Approach impacts the future nation equipped with:

- Christian character upon which to build a purposeful and fulfilling life
- Conscience responsive to the Word of God and the needs of others
- Academic achievement undergirded by godly wisdom and knowledge
- Confidence to exercise competitive skills of communication, critical thinking, collaboration, and creativity
- Leadership concerned to serve others and lead in integrity

- Ownership of a biblical-theistic worldview able to stand and confront every aspect of life in society with consistent conviction

#### Description of Practicum I

Following the first course, Foundations of Authentic Christian Teaching and Learning, the first step of FACE Principle Approach Master Teacher Certification Program, the independent practicum is completed by the student over nine months.

#### Practicum I Objectives:

- Apply the Principle Approach® philosophy in practice
- Master the notebook method
- Apply basic Biblical reasoning in teaching and learning
- Develop skills of Christian scholarship
- Gain a practical grasp of the Principle Approach methodology

#### Course Texts Required

- Hall, V. M. *Christian History of the Constitution: Christian Self-government. Founders Edition*, Chesapeake, Virginia: Foundation for American Christian Education. 1966, 2006.
- *Holy Bible*. (Matched to a Bible concordance)
- Slater, R. J. *Teaching and Learning America's Christian History: The Principle Approach*. Chesapeake, Virginia: Foundation for American Christian Education. 1965
- Webster, N. LL.D. *American Dictionary of the English Language*, (1828 Facsimile)

Edition) Chesapeake, Virginia: Foundation for American Christian Education.

- Youmans, E. L. *The Noah Plan History and Geography Curriculum Guide*. Chesapeake, Virginia: Foundation for American Christian Education. 1998.

### General Competencies

- Demonstrate an understanding of American Christian Education—the Principle Approach®—as it is practiced in teaching and learning.
- Demonstrate Biblical reasoning as applied in teaching and learning America’s Christian history, in practicing excellent scholarship, and in imparting truth and wisdom to the student through methods of teaching and learning to meet individual student needs and learning styles.
- Demonstrate the application of American Christian Education to one’s current educational role.

### Critical Competencies

Develop and emphasize principles, leading ideas, themes, key individuals, and key events, and key documents, in the Providence (plan, gospel purpose, and provision) of God in lesson planning, teaching and learning methodologies, and curricular content.

### Practicum I Procedures

- Complete all assignments required by Foundations Course .
- Select a topic of history that you would enjoy learning and teaching appropriate to one grade level (3rd-12th grade) by surveying the curriculum charts in the *Noah Plan History and Geography Curriculum Guide* for suggestions.
- Complete one key individual chart, one key document chart, and one key event chart related to the topic.
- Identify and define the vocabulary related to teach and to learn your selected topic using the original *1828 Webster*.
- Access primary source material related to topic. (CHOC I, T&L, and other primary sources) Create seven lesson plans for teaching the selected topic, each lesson highlighting one of the seven principles of America’s Christian history and government. The seven lessons will compose a unit of instruction.
- Use the *Noah Plan, History and Geography Curriculum Guide* to craft the lesson plans, using the model lesson plan found on page 109 as a template.
- Use *Guide to Writing Lesson Plans*, on page 110, as an instructional model noting the exact grade level, date, quarter, week, teacher, title, the subject taught, key individual(s) discussed, geography, homework assigned, and references.

- Carefully plan the methods and modes of teacher presentation, profitable student interaction with the content of the lesson, evidence of goal mastery, and means of assessing learning.
- Create a model of each written student assignment (i.e. essay, research, quiz, reason questions, maps, etc.).

### Submission:

1. Inform Dr. Max Lyons by email of your completion to receive the “Final Checklist for Submission” document to complete and return with your submission.
2. Place the completed practicum project in the last tabbed section of the FOUNDATIONS notebook with the checklist as cover sheet.
3. Mail the Foundations notebook, with all assignment completed and filed in appropriate section, and with your completed practicum filed in a separate tabbed section in the back.
4. Mail to: FACE, 4225 Portsmouth Boulevard, Chesapeake, Virginia, 23321. Contact: Dr. Max Lyons, Director Teaching Services, Max@FACE.net.

### Checklist: Completion of Foundations Course and Practicum

- Full Name, Email, Phone Numbers, Mailing Address
- State topic selected
- Completed FOUNDATIONS notebook with completed assignments filed in appropriate sections
- Completed Key Charts (3)
- Vocabulary Defined
- List primary source material accessed in Chicago research style
- Seven Lesson Plans based upon topic highlighting each of the seven basic Biblical principles of American Christian education using Noah Plan lesson plan template
- Completed model student assignments required by each lesson
- Alerted by email Dr. Max Lyons of completion and mailing of notebook
- Signature



## Application: Principle Approach Master Teacher Certification Program

The Principle Approach Master Teacher Certification Program is essentially mentoring individually in nature. This information will be of use in our interaction with you throughout the certification program. To apply for placement in the FACE Principle Approach Master Teacher Certification Program, please submit the following:

1. A simple resume with complete personal contact information, education and employment histories.
2. A brief one-page description of your intended purpose and use of Principle Approach Master Teacher Certification with description of the educational setting you intend to serve.

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Name

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Mailing Address

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City

State

Zip

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Phone

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Preferred email address for correspondence with FACE mentors

**Intent:**

*It is my prayerful intention to complete the three-year FACE Principle Approach Master Teacher Certification Program.*

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Signature

Date

Please include this signed application with your resume and description and mail to:

The Foundation for American Christian Education  
 P.O. Box 9588  
 Chesapeake, Virginia 23321

For further information contact:

Max Lyons, Director of Teaching Services  
 757-488-6601  
 E-Mail: Max@FACE.net  
 Visit: FACE.net/Training

*Preparing you to serve God's purposes for our children by His grace in profound hope.*

## The Foundations Course Glossary

### *Particularly Relevant to the Foundations of Authentic Christian Education*

**Prov'idence**, n. [Fr from L. providentia.] 1. The act of providing or preparing for future use or application 2. Foresight; timely care; particularly active foresight or foresight accompanied with the procurement of what is necessary for future use, or with suitable preparation. How many of the troubles and perplexities of life proceed from want of providence! 3. In theology, the care and superintendence which God exercise over his creatures. He that acknowledges a creation and denies a providence, involves himself in a palpable contradiction; for the same power which caused a thing to exist is necessary to continue its existence. Some persons admit a general providence, but deny a particular providence, not considering that a general providence consists of particulars. A belief in divine providence, is a source of great consolation to good men. By divine providence is often understood God himself

**Prin'ciple**, n. [It. principio; Fr. principe; L. principium, beginning.] I. In a general sense, the cause, source or origin of anything; that from which a thing proceeds; as the principle of motion; the principles of action. 2. Element; constituent part; primordial substance. 3. Being that produces anything; operative cause. The soul of man is an active principle. Tillotson. 4. In science, a truth admitted either without proof, or considered as having been before proved. In the former sense, it is synonymous with axiom; in the latter, with the phrase, established principle. 5. Ground; foundation; that which supports an assertion, an action, or a series of actions or of reasoning. On what principle can this be affirmed or denied? He justifies his proceedings on the principle of expedience or necessity. He reasons on sound principles. 6. A general truth; a law comprehending many subordinate truths; as the principles of morality, of law, of government, &c.

**Individual'ity**, n. Separate or distinct existence; a state of oneness

**Char'acter**, n. [L. character; Fr. caractere; Sp. caracter; It. carattere; Gr., from the verb to scrape, cut, engrave.] 1. A mark made by cutting or engraving, as on stone, metal or other hard material; hence, a mark or figure made with a pen or style, on paper, or other material used to contain writing; a letter, or figure used to form words, and communicate ideas. 2. A mark or figure made by stamping or impression, as on coins. 3. The manner of writing; the peculiar form of letters used by a particular person. 4. The peculiar qualities, impressed by nature or habit on a person, which distinguish him from others; these constitute real character, and the qualities which he is supposed to possess, constitute his estimated character, or reputation. Hence we say, a character is not formed, when the person has not acquired stable and distinctive qualities.

**Con'science**, n. con'shens. [Fr. from L. conscientia, from conscio, to know, to be privy to; con and scio, to know; It. coscienza, or coscienza; Sp. conciencia.] 1. Internal or self-knowledge, or judgment of right and wrong; or the faculty, power or principle within us, which decides on the lawfulness or unlawfulness of our own actions and affections, and instantly approves or condemns them. "Being convicted by their own conscience, they went out one by one." John 8. "The conscience manifests itself in the feeling of obligation we experience, which precedes, attends and follows our actions." E. T. Fitch. "Conscience is first occupied in ascertaining our duty, before we proceed to action; then in judging of our actions when performed." J. M. Mason. 4. Consciousness; knowledge of our own actions or thoughts. 5. Knowledge of the actions of others.

<sup>1</sup>Webster, Noah. American Dictionary of the English Language, Facsimile Edition, 1828

**Prop'erty**, n. [This seems to be formed directly from proper; if not, it is contracted. The Latin is *proprietas*, Fr. *propriété*, from which we have propriety.] 4. The exclusive right of possessing, enjoying and disposing of a thing; ownership. In the beginning of the world, the Creator gave to man dominion over the earth, over the fish of the sea and the fowls of the air, and over every living thing. This is the foundation of man's property in the earth and in all its productions. Prior occupancy of land and of wild animal gives to the possessor the property of them. The labor of inventing, making or producing anything constitutes one of the highest and most indefeasible titles to property. Property is also acquired by inheritance, by gift or by purchase. Property is sometimes held in common, yet each man's right to his share in common land or stock is exclusively his own. One man may have the property of the soil, and another the right of use, by prescription or by purchase.

**Sovereign**, a. 1. Supreme in power; possessing supreme dominion; as a sovereign prince. God is the sovereign ruler of the universe. 2. Supreme; superior to all others; chief. God is the sovereign good of all who love and obey him.

**Hu'man**, a. [L. *humanus*; Fr. *humain*; Sp. *humano*; It. *Umano*] 1. Belonging to man or mankind; pertaining or relating to the race of man; as a human voice; human shape; human nature; human knowledge; human life, 2 Having the qualities of a man. 3 Profane; not sacred or divine; as a human author.

**Philos'ophy** (Closest equivalent to Worldview): [L. *philosophia*; Gr.; love; to love, and, wisdom.] Literally, the love of wisdom. The objects of philosophy are to ascertain facts or truth, and the causes of things or their phenomena; to enlarge our views of God and his works, and to render

our knowledge of both practically useful and subservient to human happiness." True religion and true philosophy must ultimately arrive at the same principle.

**Educa'tion**, n. [L. *educatio*.] The bringing up, as of a child; instruction; formation of manners. Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important; to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.

**Form**, v. t. [L. *formo*.] To make or cause to exist. And the Lord God formed man of the dust of the ground. Gen. 2. 2. To shape; to mold or fashion into a particular shape or state; as, to form an image of stone or clay. 8. To mold; to model by instruction and discipline; as, to form the mind to virtuous habits by education.

**Meth'od**, n. [L. *methodus*; Gr. *with and way*.] A suitable and convenient arrangement of things proceedings or ideas; the natural or regular disposition of separate things or parts; convenient order for transacting business, or for comprehending any complicated subject.

**Re'ason**, v. i. [Fr. *raisonner*; Sax. *ræs-wian*.] To exercise the faculty of reason; to deduce inferences justly from premises. Brutes do not reason; children reason imperfectly. 2. To argue; to infer conclusions from premises, or to deduce new or unknown propositions from previous propositions which are known or evident. To reason justly is to infer from propositions which are known, admitted or evident,

the conclusions which are natural, or which necessarily result from them. Men may reason within themselves; they may reason before a court or legislature; they may reason wrong as well as right. 3. To debate; to confer or inquire by discussion or mutual communication of thoughts, arguments or reasons. And they reasoned among themselves. Matt. 16. Stand still, that I may reason with you before the Lord, of all the righteous acts of the Lord. 1 Sam. 12.

**Prem'ises**, n. [Fr. premisses; L. præmissa. 1. In logic, the two first propositions of a syllogism, from which the inference or conclusion is drawn; as, All sinners deserve punishment; A B is a sinner. These propositions, which are the premises, being true or admitted, the conclusion follows, that A B deserves punishment. 2. Propositions antecedently supposed or proved.

**Prac'tice**, n. [Sp. practica; It. pratica; Fr. pratique; Gr., from the root of to act, to do, to make.] 1. Frequent or customary actions; a succession of acts of a similar kind or in a like employment; as the practice of rising early or of dining late; the practice of reading a portion of Scripture morning and evening; the practice of making regular entries of accounts; the practice of virtue or vice. Habit is the effect of practice. 4. Actual performance; distinguished from theory. There are two functions of the soul, contemplation and practice, according to the general division of objects, some of which only entertain our speculations, others employ our actions. South.

**Essen'tial**, a. [L. essentialis.] Necessary to the constitution or existence of a thing. Piety and good works are essential to the Christian character. 2. Important in the highest degree. Judgment is more essential to a general than courage.

**Represent'**, v. t. s as z. [Fr. representer; L. repræsentō; re and Low L. præsentō, from præsens, present.] 1. To show or exhibit by resemblance. 2. To describe; to exhibit to the mind in words. 3. To exhibit; to show by action; 5. To supply the place of; to act as a substitute for another. The parliament of Great Britain represents the nation. The congress of the United States represents the people or nation. The senate is considered as representing the states in their corporate capacity. 6. To show by arguments, reasoning or statement of facts. The memorial represents the situation of the petitioner. Represent to your son the danger of an idle life or profligate company. 7. To stand in the place of, in the right of inheritance.

**Pat'tern**, n. [Fr. patron; Arm. patroum; D. patroon. See Patron.] 1. An original or model proposed for imitation; the archetype; an exemplar; that which is to be copied or imitated, either in things or in actions; as the pattern of a machine; a pattern of patience. Christ was the most perfect pattern of rectitude, patience and submission ever exhibited on earth.

**Stand'ard**, n. [It. stendardo; Fr. etendard; Sp. estandarte; D. standaard; G. standarte; stand and ard, sort, kind.] 3. That which is established as a rule or model, by the authority of public opinion, or by respectable opinions, or by custom or general consent; as writings which are admitted to be the standard of style and taste. Homer's Iliad is the standard of heroic poetry. Demosthenes and Cicero are the standards of oratory. Addison's writings furnish a good standard of pure, chaste and elegant English style. It is not an easy thing to erect a standard of taste.

**Learning**, ppr. Gaining knowledge by instruction or reading, by study, by experience or observation; acquiring skill by practice.

**Domin´ion**, n. [L. dominium. See Dominant.] 1. Sovereign or supreme authority; the power of governing and controlling. The dominion of the Most High is an everlasting dominion. Dan. 4. 2. Power to direct, control, use and dispose of at pleasure; right of possession and use without being accountable; as the private dominion of individuals. Locke.

**Creden´tials**, n. That which gives credit; that which gives a title or claim to confidence; the warrant on which belief, credit or authority is claimed, among strangers; as the letters of commendation and power given by a government to an ambassador or envoy, which give him credit at a foreign court. So the power of working miracles given to the apostles may be considered as their credentials, authorizing them to propagate the gospel, and entitling them to credit.

**Con´fidence**, n. [L. confidentia; It. confidenza; Sp. confianza; Fr. confiance, confidence. See Confide.] 1. A trusting, or reliance; an assurance of mind or firm belief in the integrity, stability or veracity of another, or in the truth and reality of a fact. It is better to trust in the Lord, than to put confidence in man. Ps. 118. I rejoice that I have confidence in you in all things. 2 Cor. 7. Mutual confidence is the basis of social happiness. 2. Trust; reliance; applied to one’s own abilities, or fortune; belief in one’s own competency. 5. Boldness; courage. Preaching the kingdom of God with all confidence. Acts 28.

**Good**, a. [Sax. god or good; Goth. goda, gods, goth; G. gut; D. goed; Sw. and Dan. god; Gr.; The primary sense is strong, from extending, advancing, whence free, large, abundant, fit, and particularly, strong, firm, valid] [There are 40 points of definition.] 3. Complete or sufficiently perfect in its kind; having the physical qualities best adapted to its design and use; opposed to bad, imperfect, corrupted, impaired. We say, good timber, good cloth, a good soil, a good color. “And God saw everything that he had made, and behold, it was very good.” Gen. 1. 4. Having moral qualities best adapted to its design and use, or the qualities which God’s law requires; virtuous; pious; religious; applied to persons, and opposed to bad, vitious, wicked, evil. 5. Conformable to the moral law; virtuous; applied to actions. “In all things showing thyself a pattern of good works.” Tit.2. 30. Benevolent; merciful; gracious. “Truly God is good to Israel, even to such as are of a clean heart.” Ps. 73.

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To this end we always pray for you, that our God may make you worthy of his calling and may fulfill every resolve for good and every work of faith by His power, so that the name of our Lord Jesus may be glorified in you, and you in Him, according to the grace of our God and the Lord Jesus Christ.

2 Thessalonians 1:11-12 ESV

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