

The Foundation for American Christian Education

Principle Approach Master Teacher Certification Program

The Art and Practice of Teaching and Learning



The Principle Approach® comprehends the providential history of American Education, its triumphs, its erosion, and its restoration. The method is Biblical classical as practiced generally in the era that built the American Republic. The Principle Approach rests upon reasoning from the Word of God to obtain knowledge-with-wisdom to produce a Biblical worldview as applied to all of life and learning.

And many peoples shall come, and say:
“Come, let us go up to the mountain of the Lord,
to the house of the God of Jacob,
that he may teach us his ways
and that we may walk in his paths.”

Isaiah 2:3 ESV

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Master Teaching 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 two great-grand sons.



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

FACE Fellow and Home Education 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 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.



Laura Caruso

With a passion for illuminating God's Hand in History, Laura Caruso leads field study tours to important historical sites and provides History, Humanities, Government and Economics

courses for families who are home educating high-school students. After leaving a public relations career for the adventure of home education in 2001, Laura served for nine years as co-director of TEAM Home School Cooperative in St. Cloud, as Florida State Coordinator for TeenPact Leadership Schools and, later, as a Field Director for Florida Family Action. She has been a Principle Approach instructor for eighteen years. Laura and her husband Brett are parents to Kaylyn and her husband Ryan, plus grandson Cooper.

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

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

Like-Minded Ministries

Like-minded Ministries are an essential part of the Principle Approach® community. These ministries share the vision of restoring America's Christian heritage and character through education. We work closely with these ministries to support, encourage, and strengthen each other, thereby fulfilling our mission to transform the mind and heart of a nation.

Association of Principled Education Christian Schools

AECEP was founded in 1997 in the city of Sao Paulo, from a demand for Principle Approach schools. Today it has associated schools and educators in most of the Brazilian states, with over 160 member schools. The AECEP website is in Portuguese. (Roberto Rinaldi, Director, AECEP.org.br)

Brenda MacMenamin is a happy Christian wife and mother of four homeschooled children (now all married). She loves helping, guiding, advising, and teaching 'best practices' to young couples who are planning to undertake the noble cause of teaching their own children. Brenda offers four courses that combine history and literature:

1. Constitutional Conversations in Six Weeks
2. American History a 36 week course for High School credit from Original Documents
3. American Government and Economics a 36 week course for High School credit
4. Ancient History Using the Bible a 36 week course for High School credit appropriate for grades 9-12 (BrendaMacmenamin.com)

Covenant Academy Online provides Biblical Principle Approach classes for grades 4 through 12. Classes are provided across the seven disciplines: Government, History, Language, Literature, Mathematics, Philosophy, Science. Each class provides recorded teachings and regular assignments. Students receive individual feedback on submitted assignments and may have regular contact with the instructor through email/text. (Timothy Barratt, CovenantAcademy, Neolms.com)

Institute on the Constitution Course

Ricki Pepin has produced a U. S. Constitution course, suitable for a government or history credit, written in the context of the American View of law and government:

- There is a God.
- Our rights come from Him.
- The purpose of government is to protect and secure these rights.

This course is modeled after the Principle Approach and includes a Teacher's Guide. It is taught by Jake MacAulay, with Michael Peroutka as the founder and host. Each lesson provides not only Constitutional and Biblical principles, but also applications of the students new knowledge as they learn how they can make a difference in their communities and nation. (TheAmericanView.com)

Nehemiah Institute exists to “undo Dewey,” replacing the secular humanistic educational philosophy today with a Biblical theistic worldview. They offer the PEERS Test, a program designed to test individuals on their political, educational, economic, religious, and social views, gaining an accurate assessment of their own worldview. (Dan Smithwick, President, NehemiahInstitute.com)

Pilgrim Institute equips citizens through education to restore Biblical principles to our Republic. (Ruth Smith, PilgrimInstitute.com)

Plymouth Rock Foundation “seeks a greater public awareness and understanding of American history, ideas, and ideals, particularly as embodied in the lives of the Pilgrims who founded the Plymouth Colony in 1620... their devotion to God and the Bible, to freedom and to tolerance, and their embodiment of courage, brotherhood and individual moral character.” (Dr. Paul Jehle, Plymrock.org)

Principled Academy Excellent parents want to teach using the Principle Approach method but it seems overwhelming and time consuming. Parents get discouraged. We understand and have a plan. We’ve simplified it for our home school and we’d love to help clear the path for you. You can do it! Heather Hall provides support for Principle Approach Homeschoolers. Her goal is to simplify the Principle Approach method for your homeschool and to show you how to teach

from the Bible in every subject. (Heather Hall, PrincipledAcademy.com)

Providential History Laura Caruso is a Principle Approach trained instructor providing both high-school level courses for home educating families and field study tour resources for “students of all ages.” Inspired by Psalm 78 and with a passion for illuminating God’s Hand in History, Mrs. Caruso conducts providentially-focused tours of important historical sites and offers complete online courses for parent-directed education in American and World History, Humanities, Government and Economics. (ProvidentialHistory.net)

Christian Education Initiative

CEI is a Bible-based, evangelical alliance of member organizations whose purpose is to advance the Kingdom of God by growing Christian education, thus helping to fulfill the Great Commission (Matthew 28:18-20) and the cultural mandate. (Genesis 1:28-29; Matthew 5:13-14). (Chairman, E. Ray Moore; Executive Committee, Dan Smithwick, Max Lyons, ChristEDU.org)

Providence Foundation is a Christian educational organization whose mission is to spread liberty, justice, and prosperity among the nations by educating individuals in a Biblical worldview. (Stephen McDowell, ProvidenceFoundation.com)

Like-Minded Ministries

Exodus Mandate is a Christian ministry established to encourage and assist Christian families to choose homeschooling and Christian schools over public schools. It is the hope and prayer of Exodus Mandate supporters that a fresh obedience by Christian families in the education of their children according to Scriptural commands will be a key to the revival of our families, our churches, and our nation. Lt. Col. Ray Moore, ret., founder and president recently stated, “Principle Approach is the gold standard for education.” (E. Ray Moore, ExodusMandate.com)

Nordskog Publishing’s primary mission is to enhance the spiritual growth of Christ’s redeemed people through understanding of His Laws, all Truth, as found in His Holy Scriptures. We seek to illustrate His power in all believers through application of the Bible to every subject and every aspect of life and living. (Jerry Nordskog, Ron Kirk, NordskogPublishing.com)

STAND

Standing True to America’s National Destiny is leading a movement to unite Americans of all ancestries and national origins. We reject hyphenating our citizens. We are all Americans. We are Americans of British ancestry, African ancestry, Irish ancestry, German ancestry, Italian ancestry, Asian ancestry, Native American ancestry and people many other countries and continents. However, we are Americans first, last and always. This truth is the key to a peaceful and prosperous future for us and our posterity. Judeo-Christian values have built the greatest nation in history. (EW Jackson, Founder and President, StandAmerica.us)

The Constitution Leadership Initiative

CLI is a non-partisan organization devoted to promoting a better understanding of the U.S. Constitution among the American people. We pursue our mission through a series of initiatives such as conducting public seminars, symposia and debates on constitutional issues and developing a network of advocates at the state and local level who will keep a discussion of constitutional issues in the public view, through Letters to the Editor, newspaper and magazine articles, and other media. (Gary Porter, Executive Director, ConstitutionLeadership.org)

Wallbuilders is dedicated to educating the nation concerning the Godly foundation of America, thereby encouraging Christians to be involved in the civic arena and provide feedback to federal, state, and local officials as they develop public policies which reflect Biblical values.

(David Barton, Wallbuilders.com)

Women Impacting the Nation

Our mission is to educate and equip women with knowledge of God's truth about issues that impact our faith, family and freedoms, and to support those who take a stand for those Judeo-Christian values upon which our country is founded. (Sue Trombino, President and Founder, WomenImpactingTheNation.org)

World History Institute proclaims America's providential history through training disciples, developing documentaries, seminars, and tours. (Marshall Foster, WorldHistoryInstitute.com)

Sources for the Biblical Principles by Subjects

History, English, Literature, Art, Science, and Mathematics

1. *The Noah Plan Curriculum Guides*: History and Geography, English Literature, Reading, English Language, Art, Natural History (Science), Mathematics (FACE.net/Guides)
2. *A Guide to American Christian Education for the Home and School* by James B. Rose (The Pilgrim Institute, PilgrimInstitute.org)
3. *The Whole Truth* by Mark Eckel

Law and Government

1. *Celebrate Our Christian Holidays Like You Were There* by Max Lyons (FACE.net/Bookstore).
2. *Christian Principles of the Constitution and Bill of Rights* by Archie Jones (Plymouth Rock Foundation, Plymrock.org/bookstore).
3. *Teaching and Learning America's Christian History, The Principle Approach* by Rosalie Slater. In this book you will find abundant material and study on the seven principles of America's Christian history and government. (FACE.net/Bookstore).
4. *Principles of American Government* by Ben Gilmore (FACE.net/Bookstore).

Economics

Free Men and Free Markets by Max Lyons, pre-publication draft (for free pdf copy contact Max@FACE.net).

Various Subjects

1. *Encyclopedia of Bible Truths for School Subjects*, Ruth Haycock (available on Amazon)
2. *World View Documents* by Jay Grimstead editor, Coalition on Revival. These worldview documents cover the topics of Art, Communication, Business, Economics, Education, Government, Law, Evangelism, Discipleship, Medicine, Psychology and Counseling, Science and Technology, the Family and more. (Reformation.net/Documents-of-the-coalition-on-revival.html)
3. *Biblical Solutions to Contemporary Problems, A Handbook* by Rus Walton (Plymouth Rock Foundation, Plymrock.org)

Notes

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.] 1. 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. caracer; 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.

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. ræswian.] 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´ice, 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. represento; re and Low L. proesento, from proesens, 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. standardo; 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.

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.

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

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.

Clarifying Questions and Answers

Knowing Liberty ¹

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."²

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."³

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 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”⁴ 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...

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.]⁵ In theology, the care and superintendence which God exercise over his creatures. He that acknowledges a creation and denies a providence,

Clarifying Questions and Answers

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.⁶ 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:
 - 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.

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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.”⁷

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 of God’s word at the heart of every subject in the curriculum.”⁸

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.”⁹ 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 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.

The Foundation for American Christian Education

Resolute in teaching Biblical principles that sustain liberty



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