

The Foundation for American Christian Education

## **Principle Approach Master Teacher Certification Program Manual**

*The Art and Practice of Teaching and Learning*

*For other foundation can no man lay than that is laid, which is Jesus Christ.*

1 Corinthians 3:11



## A Time for Choosing

*Educate all, physically, intellectually and morally. Instruct not only the head, but the heart, enlighten the mind, and by cultivation, enlarge and multiply the affections. Above all, let our youth be instructed in all that appertains to the vital principles of our Republic. To appreciate the blessings they enjoy, and to create in them those patriotic emotions, which shall constitute them ardent defenders in the hour of trial, it is necessary for them to be taught the price of their goodly heritage... they should be led by the hand of history into every patriotic council—upon every battlefield—through every scene of trial and hardship, of hope and despondency, of triumph and defeat where our fathers acted and endured.*

Seventeen Hundred and Seventy-Six, 1847

Benson J. Lossing

*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.*

Rosalie June Slater, 1964

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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## Why Principle Approach Master Teacher Certification?

As students of the Principle Approach, we are disciples of truth in education, seeking God's thoughts in our studies, the Bible as the first and essential study, then mastery of the whole method and process of teaching and learning. The Principle Approach is a life-long study, setting a trajectory for your personal growth and learning, and for the children and students entrusted to you.

The Foundation for American Christian Education, a mission to publish and teach the Principle Approach, offers a pathway of preparation that certifies Master Principle Approach teachers with the credential.

Why is this important to you and to the Kingdom? The very word “certify” means “to make certain, to make known an established fact.” *Have I not written to you excellent things of counsels and knowledge, that I may make you know the certainty of the words of truth, that you may answer words of truth to those who send to you?* Proverbs 22:20-21

What difference does a credential make? Your continual Principle Approach study and teaching forms in you an exceptional level of scholarship and skill. Based on decades of teacher training and supervision, FACE has developed a teacher certification program that lays a sound and certain foundation. The program enriches your current teaching and learning with growing confidence in the integrity of your achievement in an endorsement “derived from other sources than personal knowledge, as from the testimony of others.” Webster 1828, *Let another praise you, and not your own mouth; a stranger, and not your own lips.* Proverbs 27:2

CRED'IT, n. [Fr. credit; It. credito; Sp. id.; L. creditum. See Creed.] 1. Belief; faith; a reliance or resting of the mind on the truth of something said or done. 2. Reputation derived from the confidence of others. Esteem; estimation; good opinion founded on a belief of a man's veracity, integrity, abilities and virtue;

CREDEN'TIALS, n. plu. 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.

### The FACE Certification Process is Individualized

Teachers new to the Principle Approach find the three-level process thoroughly preparatory and essential. Experienced Principle Approach teachers with previous training may propose equivalencies to FACE requirements with appropriate documentation to shorten the process. FACE considers each application on an individual basis and provides an individualized plan. Additionally, teachers who are presently serving can re-present current work to satisfy the Practicum requirements.

### Apply for FACE Certification

The first step towards certification is to submit the application with required attachments. Individualization may be requested by submitting a complete timeline of training and experience in the Principle Approach with the application.

The process of obtaining Principle Approach Master Teacher Certification consists of three levels that include, at minimum, two separate resident weeks at the FACE Hall-Slater Library and Teaching Center.

1. The first level, the Foundations of Authentic Christian Education course followed by an independent Practicum, is taught each summer and is also available as an independent study. The Practicum I must be completed before the second level course, the Applications Course, can be taken.
2. The second level, the Applications Course, is taught in Chesapeake, Virginia in July each summer and is followed by a second-level practicum.
3. On completion of Practicum II, the third level of certification requires a culminating “Exhibit” of mastery is taught in Chesapeake.

considered and sought above all other things in our entire life.” Those who are called to rear and educate the progeny of our nation must never accept a lesser good than to rest our souls in Christ alone to form the consciences and characters of our children. This is the highest good in teaching and learning.

As we equip RESTORERS, and each one teaches others, we can exponentially change the shape and form of the culture, renewing the American spirit to its authenticity, and restoring to Christ what belongs to Him.

FACE offers scholarships to teachers in Principle Approach schools for the courses as funding is available for each level.

### **A Time to Reach for the “Highest Good”**

The Foundation for American Christian Education is calling forth an army of individuals prepared to build the family, the church, and the nation through education in a Biblical worldview to glorify God above all and bless the people by applying wise principles to all of life. The army requires teachers and parents willing to shed the false model of education prevalent in the American culture and to reclaim authentic Christian education for Christian children. The family, the church, the school, and the Republic rest their future on the restoration of truth in American education.

William Ames, author of *The Marrow of Theology*, the 17th century textbook that taught Christ to generations of Americans, tells us, “The highest good ought to be



## 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-level 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 levels of training culminate in certification as a Principle Approach Master Teacher

#### Level One:

##### Foundations of the Principle Approach Course

Begin with the entry-level, week long 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 methods include: 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.

#### Foundations Practicum I

The Practicum I is an independent study based in an 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 Course assignments. The Practicum is submitted with the completed Foundations Course notebook within a nine-month timeline. There is no additional cost for Practicum I.

## **Level Two:**

### **Applications of the Principle Approach Course**

This is a week long, on-site course 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.

### **Applications Practicum II**

This independent study is based in area of service which builds the Applications record for all future teaching in individual circumstances (levels, settings, subjects, families, etc.) and includes development of plans for implementation in a local teaching setting. There is no additional cost for Practicum II.

## **Level Three:**

### **Exhibition of the Principle Approach Program**

The Exhibition is the third level, on-site program in the Principle Approach towards becoming a credentialed Principle Approach Master Teacher. Mentors give individual time to review, observe and advise according to the standards of the culminating Practicum II. 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.

## Three-Level Program to Achieve Certification

### Level One: Foundations Course

1. Take the Foundations Course — attend in person or take as independent study (at your own pace and schedule).  
Locations vary each year and will be listed on the FACE website.
2. Enter the Principle Approach Master Teacher Certification Program. Complete the online Application (B15).
3. Complete the Practicum I (deadline is March 31), in order to take the Applications Course in the summer. The deadline may be extended per individual request.
4. Send the completed Practicum I to your mentor.

### Level Two: Applications Course

1. Take the Applications Course offered annually in July. This course is not available through independent study as it has a strong mentoring and workshop component.
2. Complete the (C14) Applications Course assignments before you work on Practicum II.
3. Complete the Practicum II (deadline is March 31), for placement in the Exhibition Course as scheduled that year (C16 - C17).
4. Send completed Applications Course assignments and Practicum II to your mentor.

### Level Three: Exhibition Course

Come to FACE in the summer and demonstrate your ability as a Principle Approach Master Teacher!

*Congratulations on becoming a FACE Certified Master Teacher!*



The Foundation for American Christian Education

**Foundations for Authentic Christian Education**  
**Course Syllabus**



Foundations



## The Principle Approach

*Thinking and Reasoning Biblically*

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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 and "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.

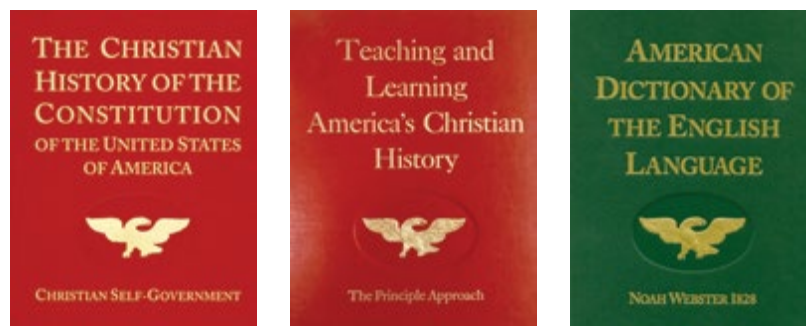
We are often asked, "Who made up the principles of the Principle Approach?" Answer: Our Creator God embedded Biblical principles into the blueprint of the universe as the bedrock of natural and moral law. They recur throughout the Bible propelling the narrative that culminates in the Gospel. They are expressed in the writings 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 8:31.

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.

## Notes

## 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: English Language, History and Geography*, and *Literature*.

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 8 AM Monday morning with orientation, introductions, and setting up our notebook.
2. Class schedule is 8:00 AM - 5:00 PM Monday through Friday with a 90-minute lunch break
  - AM: four teaching sessions
  - Lunch
  - PM: three teaching sessions
  - Saturday 9:00 AM-5:00 PM Christian History Study of Jamestown.
3. Assignments are given in each teaching session to equip you for future service.
4. 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 preparation for the Practicum I requirements.
5. 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.
  - Your three-ring binder has five dividers labeled (1) Monday (2) Tuesday (3) Wednesday (4) Thursday (5) Friday.
  - 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.

## Wisdom for Participants and Opportunities

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

Can 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 strengthen 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 misconceptions.
- 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 the 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.

## The Foundations Course Faculty *(See Supplement)*

Carole Adams, Ph.D.	FACE President, Founder StoneBridge School
Max Lyons, Ph.D	FACE Director, Teaching Services
Mike Myers, Ed.D	FACE Director, Leading Schools Program
Martha Shirley, MS	Director Professional Development StoneBridge School
Margie Lyons, BS	FACE Teaching Fellow
Chris Evans, BA	FACE Project Coordinator & Historian
Roxana Dickerson, MBA	Co-Founder, True North Academy
Donna Hurley, M.Ed	Director of Curriculum and Instruction, Dayspring Christian Academy
Laura Caruso, BA	President, Providential History
Jill White, MS	President, Jill White Coaching
Linda Andrus, BA	FACE Content Manager and Publications
Brenda MacMenamin, DCE	President, Teaching His Story
Kim Bebb, MD	Homeschool Instructor

### Additional Opportunities Throughout the Week —Chesapeake Site

#### **Stonesetters Tour, Hall-Slater Library, Monday, 5-6 PM**

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

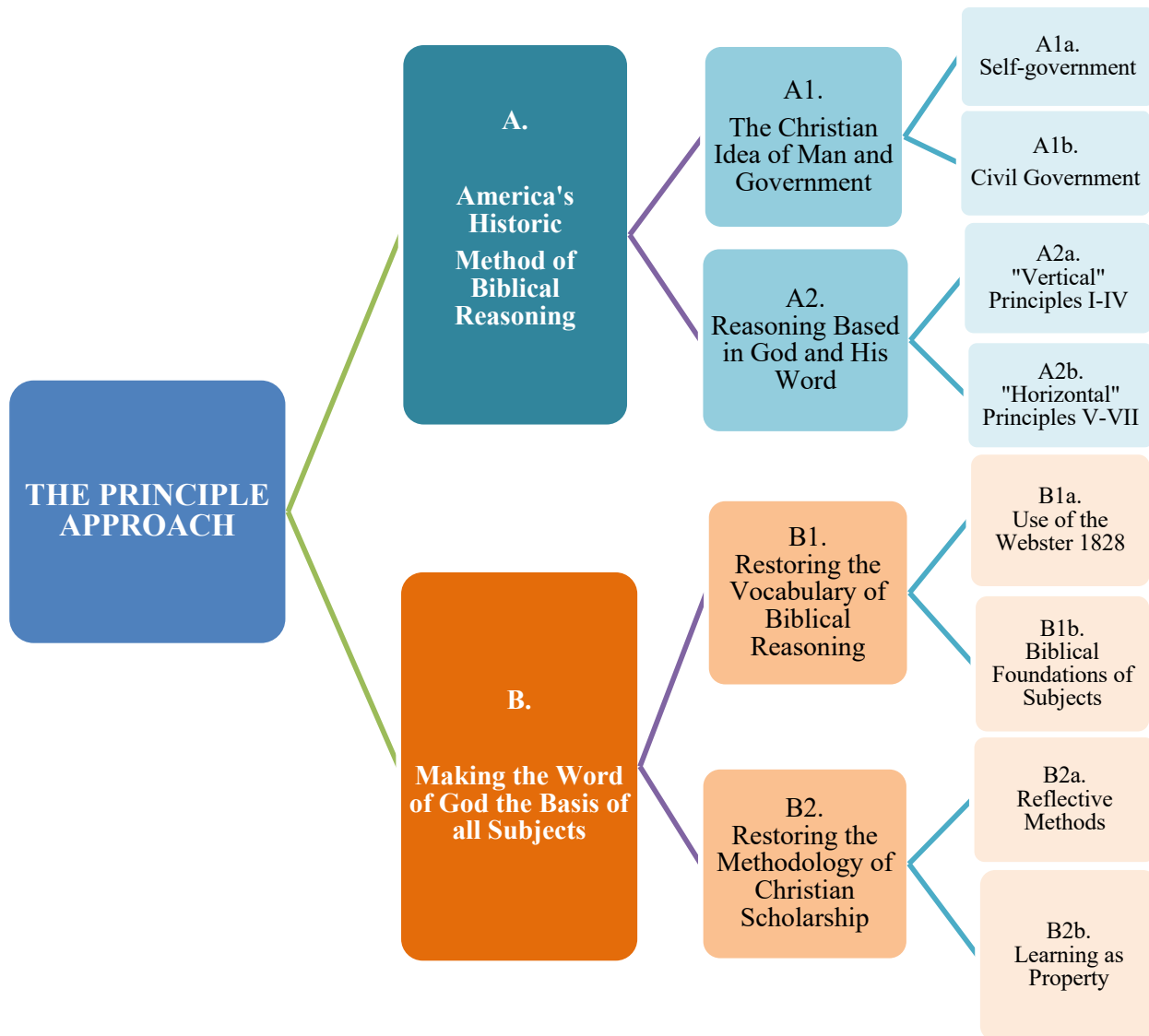
#### **Tour of StoneBridge School, Wednesday, 5-6 PM**

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

#### **Christian History Field of Study: Jamestown, Saturday**

Led by Chris Evans and Laura Caruso. 9 AM to 5 PM

## OVERVIEW OF FOUNDATIONAL CONCEPTS



Competencies targeted:

1. Define and represent the Principle Approach with clarity
2. State the Biblical understanding of God, man, government, and education
3. Contrast the outcomes of historic education models
4. Practice Biblical reasoning
5. Apply Biblical principles I-VII to all of life and learning
6. Build a foundation for Christian scholarship using PA methods
7. Restore the vocabulary of liberty

# FOUNDATIONS COURSE 2024

Course is from 8am – 5 pm

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1. ORIENTATION Introductions  Preparing & Equipping	8. REASONING BASED ON THE WORD - GPI  A2.	15. THE LANGUAGE OF REASONING  B1.	22. CHRISTIAN SCHOLARSHIP II  B.	29. LANGUAGE MASTERY BASICS  B1., B2.
2. THINKING GOVERN- MENTALLY  A., A1a., A1b.	9. PRINCIPLES II, III, IV — Vertical  A2a.	16. CHRISTIAN SCHOLARSHIP I  B.	23. Model Lesson: Bible as Reader [2 <sup>ND</sup> GRADE]  B2.	30. LANGUAGE MASTERY PATTERNS  B1., B2.
3. BASICS OF CHRISTIAN VS. PAGAN THOUGHT  A1.	10. PRINCIPLES V, VI, VII — Horizontal  A2b.	17. FINDING THE BIBLICAL BASE: Four R'ing  B1b.	24. Mathematics Model Lesson [HIGH SCHOOL]	31. LANGUAGE MASTERY EXPRESSION Model Lesson, The Writing Process: [HIGH SCHOOL] B1. B2. D
4. OUTCOMES OF HISTORIC EDUCATIONAL MODELS A1.	11. REFLECTIVE METHODS  B2a.	18. USING THE 1828: The Word Study  B1a.	25. LEARNING AS PROPERTY  B2b.	32. Special Days, Celebrations, Student Presentations  B1. B2.
5. PROVIDENTIAL VS. SECULAR HISTORY  A1.	12. HISTORY TAUGHT TWO WAYS  A2.	19. REASON & IMAGINATION  B1.	26. THE STORY OF EDUCATION IN AMERICA  B2.	33. RECITATION & LAUNCH
6. AMERICA'S STORY: THE PILGRIM SPIRIT  A1.	13. THE KEY INDIVIDUAL CHART  A2.	20. RECITATION PRACTICE  A., B. Summary	27. BIBLICAL WORLDVIEW CHECKUP	
7. Model Lesson: Geographic Individuals [7 <sup>TH</sup> GRADE] A1.	14. Model Lesson: Language Mastery [4 <sup>TH</sup> GRADE] A2.	21. Model Lesson: Geography Map Making [3 <sup>RD</sup> GRADE] B2.	28. Model Lesson: Science	34. JAMESTOWN FIELD STUDY PREP

Notes



## Now What?

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

If God leads you, we welcome you to apply to enter the Principle Approach Master Teacher Certification Program. Upon acceptance you will be assigned a FACE mentor.

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 your mentor.

The second step in the certification program is the Applications Course available each 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 to discuss options.

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

1. Start or support a Principle Approach school or home school. This is our specialty. We welcome school partners into our Leading Schools Program for starting a school or transitioning an existing school to the Principle Approach.
2. Start a Principled Studies Group in your church or community. Our “Enlightening 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. Host a Leaders or Pastors Summit.
  - b. Serve on a Development Taskforce to further the work of FACE.
  - c. Continue your own education with an online workshop or course in order to hone your own mastery and to train others in the Principle Approach.
  - d. Spread the word about the vital need to make education a top priority for the future of the nation, the church, and our children.

## Foundations Course Assignments for Reflection and Reasoning

### Monday

1. State briefly the Christian vs pagan idea of man and government.
2. Summarize the Hebrew method of education vs the various alternatives.
3. (a) Draw the Providential timeline of your own life OR (b) Explain the Biblical doctrine of providence and how it impacts one's worldview.

### Tuesday

1. Make an educational application for each of the seven principles of the Principle Approach.
2. Explain God's Principle of Individuality.

### Wednesday

1. Complete your word study on Principle using the FACE word study format.
2. How do words form your worldview?
3. Explain how Four-R'ing identifies the Biblical basis of a subject.

### Thursday

1. Explain briefly the Puritan roots of the Principle Approach.
2. Explain the importance of the notebook method.
3. Write a short reflection on the results of your Biblical worldview test scores.

### Friday

1. How can the components of language form a whole method in the teaching of literature?
2. Outline your own personal philosophy of Christian education.  
Answer such questions as:  
What is the purpose of education?  
What is the nature of education?  
What are the objectives of education?  
What is the role of the parent in education?  
What is the role of the teacher?  
What is the role of the student?  
What curriculum should be included?  
–Excluded?  
What are the proper methods of education?

## **Application:** Principle Approach Master Teacher Certification Program

The Principle Approach Master Teacher Certification Program includes an individual mentoring component. 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 in the online application:

1. A simple resume or CV with complete personal contact information, education and employment histories. Include a history of Principle Approach training and/or teaching experience, if any.
2. A brief one-paragraph description of your intended purpose and use of Principle Approach Master Teacher Certification with description of the educational setting you intend to serve.
3. Pastor's reference. (Use form or have them write a letter)
4. Foundations Course assignments. (page B14)

Upon approval of the completed application, a FACE mentor will be assigned to you as a resource in the certification process. Your mentor will contact you to confirm the certification process and guide progress.

## Foundations Course Practicum I

Following the Foundations Course, an independent practicum is submitted by the student as the next step in the Principle Approach Master Teacher Certification program.

### Practicum I Objectives

- Practice of the Principle Approach® philosophy in teaching and learning.
- Master four R'ing a subject to build a teacher notebook.
- Apply basic Biblical reasoning in teaching and learning a topic.
- Gain a practical grasp of the Principle Approach methodology.

### Critical Competencies

1. Develop the principles, leading ideas, themes, key individuals, and key events, and key documents in a unit of instruction.
2. Lesson planning creativity and skill with Principle Approach methods including:
  - a. The notebook method, 4 R'ing—research, reason, relate, and record.
  - b. Key word studies; Identifying recurring principles and leading ideas.
  - c. Providential history perspective and timelines.
  - d. The Noah Plan Overviews, Quarterly, Unit and Lesson Plans Templates and models.
  - e. Subject-appropriate methods outlined in the Applications Course.

### Course Texts Required (print or electronic)

- Hall, V. M. *Christian History of the Constitution: Christian Self-Government*
- *Holy Bible*
- Slater, R. J. *Teaching and Learning America's Christian History: The Principle Approach*
- Webster, N., LL.D. *American Dictionary of the English Language*, (1828 facsimile ed.)
- Youmans, E. L. *The Noah Plan History and Geography Curriculum Guide*

### Practicum I Procedures:

#### Research, Reason, Relate

- ☐ 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.
- ☐ Create seven lesson plans for teaching the selected topic, each lesson highlighting one of the seven principles of America's Christian history and government. Follow the guidelines below.
- ☐ 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.

- ☐ 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, & other primary sources)
- ☐ 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.
- ☐ Complete one key individual chart AND either one key document chart OR one key event chart related to the topic.
- ☐ Create a model of each written student assignment (i.e. essay, research, quiz, reason questions, maps, etc.). In other words, complete each assignment as if you were the student. This will serve as the model when you grade the assignment.

Practicum I completed by: \_\_\_\_\_ Date: \_\_\_\_\_

Practicum I approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
(mentor)

## The Foundation for American Christian Education

*Resolute in teaching Biblical principles that sustain liberty*



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The Foundation for American Christian Education

**Applications for Authentic Christian Education  
and Learning Course Syllabus**



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## How We Work Together During the Applications Course Week

1. Working as a group and as individuals to practice the Principle Approach philosophy and methods hands-on through the daily classes, from Monday morning breakfast through the Saturday field study.
2. Class schedule is Monday through Friday with a 90-minute lunch break
  - a. AM: begins with faculty-led devotion and reflection followed by two morning sessions
  - b. Lunch on your own
  - c. PM: one afternoon interactive workshop session
  - d. Saturday: Christian History Field Study
3. The daily texts of the course and for on-going use are:
  - a. *Teaching and Learning America's Christian History: The Principle Approach* (Slater)
  - b. *Christian History of the Constitution Vol. 1*
  - c. *The Guide to American Christian Education for Home and School: The Principle Approach* (Rose)
  - d. *American Dictionary of the English Language*, 1828 facsimile edition (Webster)
  - e. *The Noah Plan Curriculum Guides* (Literature, English Language, History-Geography, and guides for your subject)
  - f. Books that may be referenced in Applications and required for Practicum II are: *Teaching Techniques of Jesus* (Horne); *The Philosophy of Christian Curriculum* (Rushdoony).
4. The Applications Course is followed by Practicum II; the daily assignments in the Applications Course are directed towards the Practicum II requirements.
5. The Applications Notebook (binder) serves as both a study tool of study for your week's work and a record of your mastery of the Principle Approach for your use going forward.
6. Your FACE provided three-ring binder has four dividers labeled:
  - a. Teacher
  - b. Learner
  - c. Art of Teaching
  - d. Art of Learning
7. All course materials from Applications faculty, personal session notes, and all assignments are filed in the provided binder 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.

## Applications of The Principle Approach

The Principle Approach Applications Course is open to those participants who have taken the Foundations Course, or the equivalent, and are registered in the FACE Master Teacher Certification Program.

The Applications Course solidifies the practical outworking in the classroom of the Principle Approach philosophy, methods and curriculum. The two courses and the two independent *practica*<sup>1</sup> prepare the participant for the last phase of certification which is an “Exhibition” that completes certification.

Principle Approach teaching and learning returns the education of Christian children to the original, authentic base. American education’s story is one of triumph, erosion, and, now, restoration. The Biblical classical approach sharply contrasts in method with the secular Marxist method practiced currently by American educators. The Principle Approach rests upon reasoning logically from the Word of God in all of life and every avenue of learning to obtain wisdom with knowledge and a Biblical worldview.

The Principle Approach Applications Course equips teachers to return to authentic American Christian philosophy and methods that produced men and women, fathers and mothers, merchants, pastors,

craftsmen, and statesmen, who built the early universities where Christian theology was the “queen” of the sciences. 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 envy of the world and the engine of great earthly benefit to all mankind.

The Applications Course is designed to equip teachers with instructional, planning, and curriculum skills, based in the Biblical philosophy of education that frames the Principle Approach methods. Participants will create a teacher notebook for lifelong use with the tools for the independent completion of Practicum II.

The same standards as required for the Foundations notebook method pertain to the Applications notebook (binder). The course incorporates “workshop” sessions for practice of the methodology, for curriculum planning, lesson construction, and for individual mentoring of teachers and administrators.

School leaders will address applications of the Principle Approach in areas of administration.

1. **Practicum** (to practice, to use) Using what you learned in Foundations to become a master teacher.

## Principle Approach: the Method of Teaching and Learning in Authentic Christian Education

**WHY** the Principle Approach? It is the Biblical Christian PHILOSOPHY for educating the child.

**WHAT** is the Principle Approach? It is the learning METHOD best fitted to reach the mind and heart of the child.

**HOW** is the method accomplished? By basing the curriculum—the order and choice of subjects to be taught—on the authentic Christian philosophy and method of teaching and learning.

**There can be no syncretism...**

*Either Creator God is Sovereign and Provident and has expressed His will to man through His Word...*

**OR**

*Created man is god and the child is indoctrinated to serve a pagan, secular, Marxist agenda.*

The two philosophies are mutually incompatible.

The **Philosophy** of education Governs...

The **Methods** of learning employed by the teacher...

In a **Curriculum** aligned with historic Biblical education.

## Applications Course Overview

### *The Art and Practice of Teaching and Learning*

#### **I. Teacher: the Living Textbook**

I Cor 11:1; Luke 6:40

Internalizing the components of authentic Christian education

- a. The essential interlocking components of the Principle Approach
- b. The wholistic practice of authentic Christian education
- c. Workshop: curriculum design

#### **II. Learner: Created For God's Purpose**

Luke 18:16; John 3:16

Practicing the spirit of authentic Christian teaching and learning

- a. The end result of teaching—every child learning
- b. The benchmarks of effective teaching and learning
- c. Workshop: overviewing

#### **III. The Art<sup>2</sup> of Teaching**

Luke 12:12; Isaiah 2:3

Practicing Principle Approach methods

- a. The teaching and learning dynamic
- b. The schoolroom as a thriving environment
- c. Workshop: planning

#### **IV. The Art of Learning**

Deut. 6:4-9; 20-25

Actualizing<sup>3</sup> every child learning

- a. The “why” of everything: purposeful engagement
- b. The power of the tutorial perspective
- c. Workshop: lesson design

#### **V. Presentations and Launch**

Phil. 4:8-9, 13; 2 Cor. 12:9; Eph. 3:8-12

- a. Presentations
- b. Launching Prayer
- c. Christian History Field Study

#### **Daily assignment:**

Write a reflection on the theme Scriptures of each day and their application to the role of teacher. Define the word that is the key word for you.

<sup>2</sup>The disposition or modification of things by human skill, to answer the purpose intended.

<sup>3</sup> Existing in act; real; in opposition to speculative, or existing in theory only.



## Objectives of the Applications Course

- Solidify the mastery and practice of authentic American Christian education methods.
- Cultivate the Biblical providential worldview of history and government in support of every subject in the curriculum.
- Practice applying the philosophy and methodology of the Principle Approach to form Biblical reasoning, Christian scholarship, and Christian character.
- Develop the “living” curriculum by aligning wisdom and knowledge to the Gospel and its principles through the subjects.
- Demonstrate in practical classroom application the Biblical, classical, historic, and tutorial distinctives of authentic Christian education.
- Engage and address student individuality, tutorial learning, and character-building methodology and expectations.
- Employ field study and enrichment experiences for visual, tactile, and cultural enhancement through the fine arts.

## Critical Competencies

- Practice and apply the standards, the skills of scholarship, and the educational tools of authentic American Christian education in developing curriculum.
- Practice employing Principle Approach methods strategically to lead towards mastery subjects and skills through the knowledge of God and his Word.
- Demonstrate reasoning from Biblical principles to formulate clear, accurate, and logical expressions of thought upon a sound philosophy of education in research and writing assignments.
- When appropriate, locate, incorporate, and cite primary sources, as opposed to secondary sources or historical commentaries, in research and writing.
- Develop and emphasize principles, leading ideas, themes, key individuals, key events, and key documents, the Providence of God (plan, gospel purpose, and provision) in research and writing, lesson planning, teaching and learning methodologies, and curricular content.

*See to it that no one takes you captive by philosophy and empty deceit, according to human tradition, according to the elemental spirits of the world, and not according to Christ. Colossians 2:8*

*There is a philosophy which is a noble exercise of our reasonable faculties and highly serviceable to religion, such a study of the works of God as leads us to the knowledge of God and confirms our faith in him. But there is a philosophy which is vain and deceitful, which is prejudicial to religion and sets the wisdom of man in competition with the wisdom of God, and while it pleases men's fancies ruins their faith.*

**Matthew Henry's Commentary on Colossians 2:8**

## Monday Schedule

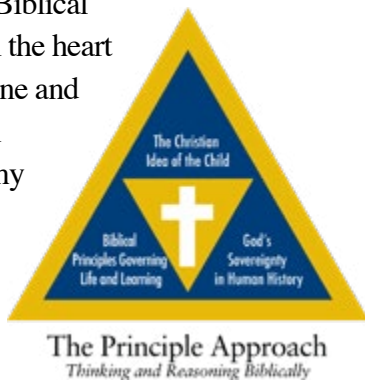
### Teacher: The Living Textbook

*Internalizing the components of authentic Christian education*

**8:00-9:00 Breakfast, Introduction, Prayer**

**9:00-9:45 Authentic Christian Education with Dr. Mike Myers**

- The Principle Approach as the methodology based upon interlocking Biblical doctrines that form the heart of authentic (genuine and original) American Christian philosophy of education.
- The Providential worldview that forms the context of all of life and therefore the context of all of learning.
- Seven Biblical principles resolve government with liberty as they pattern the vertical and horizontal relationships of life.



**1:00-5:00 Workshop in Curriculum Design and 4 R'ing**

Participants have selected a subject for development

- The curriculum design process by defining the subject
- Identifying the subject's principles and leading ideas to overview the subject at a grade level.
- Four R'ing as the natural and essential steps of genuine learning

Participants have selected a subject and grade level for the workshop. Time each day is dedicated to working through "Curriculum Design and Development" on pages C12-13. Each day's work builds skill in Principle Approach curriculum design towards the final lesson planning goal in Practicum II.

**10:00-11:30 Building the Principle Approach Lesson from the History and Geography Guide with Brenda MacMenamin**

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

## Tuesday Schedule

### The Learner: Created for God's Purpose

*Practicing the spirit of authentic Christian education*

#### 8:30-9:00 Devotion and Reflection with Dr. Max Lyons

#### 9:00-9:45 The Learner with Dr. Mike Myers

Pu'pil, [L. pupillus] The apple of the eye; a little aperture in the middle of the iris and uvea of the eye, through which the rays of light pass... A youth or scholar of either sex under the care of an instructor or tutor. Stu'dent, n. [L. students, studeo.] A person engaged in study; one who is devoted to learning, a scholar.

- The end goal of teaching is enabling every child to learn. The trust given all teachers requires the teacher to lead pupils successfully through the lengthy process of becoming students. Think of the chrysalis. Both pupils and students are learners.
- *"Teachers should accommodate themselves to the capacity of the learners, give them what they most need, and can best bear, and a little at a time... A variety of instructions [that] might be pleasing and inviting."*  
Matthew Henry's Commentary on Isaiah 28:9,10
- *Whom shall he teach knowledge? And whom shall he make understand doctrine? For precept must be upon precept, precept upon precept; line upon line, line upon line, here a little, and there a little.*  
Isaiah 28:9,10
- Relationship is everything. It is said of Mark Hopkins [an American educator and

theologian] that the ideal learning situation is "Mark Hopkins on one end of a log and a student on the other."

*Explain the characteristics of the learner in your experience as teacher, parent, pastor, or leader.*

#### 10:00-11:30 Building the PA Lesson from the Literature and English Guides With Linda Andrus

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

#### 1:00-5:00 Workshop in Overviewing

The art of overviewing the subject at grade level to govern the effective teaching and learning of the subject by Principle Approach methodology.

**Wednesday Schedule**  
**The Art of Teaching**  
*Practicing Principle Approach Methods*

- 8:30-9:00**     **Devotion and Reflection with Dr. Max Lyons**
- 9:00-9:45**     **The Teaching and Learning Dynamic with Mike Myers**
  - The dynamic [Gr., power] of Christian techniques in teaching is modeled by the Master and learned of Him: The Teaching Techniques of Jesus.
  - The love of learning injects the secret ingredient of masterful teaching as it inspires excellence.
- 10:00-11:30**   **Building the PA Lesson from the Natural History Guide with Max Lyons**
- 11:30-1:00**     **Lunch**
- 1:00-5:00**     **Workshop in Unit Planning**

The scope of the unit of teaching permits the success of the methodology — *The chief art of learning is to attempt but little at a time.*

John Locke

**Thursday Schedule**  
**The Art of Learning**  
*Actualizing Every Child Learning*

- 8:30-9:00**     **Devotion and Reflection with Dr. Max Lyons**
- 9:00-9:45**     **The Power of the Tutorial Perspective with Dr. Mike Myers**
  - The components of the lesson sets the rhythm of learning planned by the teacher.
  - Routine, consistency, and surprise are necessities and symbiotic.
- 10:00-11:30**   **Building the PA Lesson from the Mathematics Guide with Brenda MacMenamin**
- 11:30-1:00**     **Lunch**
- 1:00-5:00**     **Workshop in Teacher and Student Notebook**

Beginning detailed lesson planning of the five-week unit required for the Master Teacher Certification. At completion of the workshop, participants will present lessons in groups for coaching and critique.

## Friday Schedule

### **Presentations and Launch**

*Going Forward Confidently Together*

**8:30-9:00**     **Devotion and Reflection with  
Dr. Max Lyons**

**9:15-11:30**     **Presentations**

Sharing lesson plans for affirmation, brainstorming,  
and encouragement.

**11:30-1:00**     **Lunch**

**1:00-3:00**     **Presentations**

**3:15-3:45**     **Becoming Restorers**

Principled Studies Groups

Chris Evans

Leading Schools Program

Dr. Mike Myers

Tools for Teaching Others

Dr. Max Lyons

**Launching Prayer and  
Commendations**

**4:00-5:00**     **Preparation for Field Study  
Chris Evans**

## Saturday Schedule

**9:00-4:30**     **Christian History Field Study of  
Yorktown, Virginia**

## Applications Curriculum Design and Development

### *Four R'ing, Overviewing, and Lesson Planning*

#### Step One (Monday) Workshop in Curriculum Design and 4 R'ing

- 1. Definitions:** Take ownership of the vocabulary of your subject (history, science, music, geography, Bible, government, etc.) to discern its purpose and nature using Webster's 1828 Dictionary and other tools. For an example of the 4 R'ing of the subject of Reading, look at pages 148-152 of GTACE by Jim Rose.
  - a. Look up your subject and write down its definition. You can use the online Webster's 1828 Dictionary for this process (<https://webstersdictionary1828.com/>)
  - b. Define the key words in the definition; identify further key words of the subject and define. At this point you should have the vocabulary of your subject consisting of ten or more key words.
- 2. Search the Scripture:** with a concordance or *Where To Find It In The Bible*, identify how the key words of the subject appear in the Bible.
  - a. Select Scriptures that suggest principles of the subject. A principle is a broad or general truth.
  - b. Write a summary definition of the subject **in your own words**.
- 3. Write the main ideas you discovered about the Subject:** this provides a whole view of the subject, giving a broader context for identifying the grade-level content.
  - a. Examine the curriculum charts in the front of *The Noah Plan* subject curriculum guides. Consult the curriculum guide of the subject that you have decided to work in. For example, the History Curriculum Charts are on pages 7-33 of the *History and Geography Curriculum Guide*.

- b. Reference other sources for detailing and enriching the subject.
  - i. Text books and reliable Internet sources
  - ii. Primary sources – biographies, autobiographies, journals

- 4. Research the history** of the subject, the key individuals of the subject, the key events and key documents.

#### Step Two: Two (Tuesday) Workshop in Overviewing

Look at page 107 of the *History and Geography Curriculum Guide* for a one page visual explanation of the next three days of workshops.

Develop the **Overview** of the subject using The Principle Approach Overview template to introduce the subject to the student as the roadmap for the year's work. The proper sequence in planning is: (1) whole year overview (2) quarterly plan (3) unit plan (4) lesson plan. A "unit" of study can vary from one week to one quarter depending upon the subject, grade and topic; this is under the discretion of the teacher. A "lesson plan" can vary in length too. Some teachers want to write daily lesson plans, some write a plan that lasts 2-3 days and others have a plan that is for a week of instruction.

- 5. Identify the purpose and goals** of the subject at your grade-level (See Noah Plan curriculum guide overviews).
- 6. Utilizing the work from yesterday's workshop, identify the principles of the subject** suggested by the definitions, by the Scriptures, and by the subject content. See "Sources for the Biblical Principles by Subjects" on page E12.

7. Identify the **subject content** to be taught at your grade level. You may (a) adopt the subject content from the grade **Overview** in *The Noah Plan Curriculum Guide* or (b) modify the subject content from the Overview or (c) create your own subject content from scratch.
8. Include resources, grading scale, and any other pertinent information for students.
9. Use a FACE writable **Quarterly Plan** template to plan the teaching sequence, emphases, and pace. Alternately, you can follow the (very similar) Noah Plan overview as a template.
10. Determine the time needed in the schedule and calendar for teaching and learning each unit. Remember to prioritize depth of reasoning and the acquisition of wisdom, skills, character, and knowledge—depth over breadth. It is not a race to the goalpost of “covering the book.” Remember that what the student masters and internalizes is priority over memorizing and regurgitating facts.

### Step Three (Wednesday) Workshop in Unit Planning

11. Choose one quarter of your year’s curriculum and divide the planned teaching and learning into the subject’s natural units of instruction. For example, a history teacher who has a nine week quarter may choose to teach three units of three weeks each.
  - a. Determine the number of lessons each unit requires for completion at your grade-level and subject.
  - b. Refer to the Guide to Writing Lesson Plans, (for example, in the History-Geography Curriculum Guide, p. 110) to plan your series of lessons, considering each aspect of the lesson to be taught, drawing students in, cultivating the love of learning, the presentation with tools and aids, student interaction with the lesson towards mastery.
  - c. Determine the outcome of the lesson you will target and what learning success will consist of.
  - d. Using the FACE writable Lesson Plan template, plan a series of lesson plans to cover the unit.

### Step Four (Thursday) Workshop in Teacher and Student Notebook

12. Begin to develop your **Teacher Notebook** to contain your overview, planning details, and written lesson plans. You will file all resource material for teaching the subject in your teacher notebook for reference as you teach.
13. Plan the **Student Notebook**:
  - a. Plan the student notebook organization with title page, student overview of the subject, labeled dividers for the components to be taught, notebook grading sheet, etc.
  - b. Determine the standard you will require for notebook work: specifics of neatness, order, accuracy, and completeness. This will need to be in writing for your students and their parents.
  - c. Plan projects, presentations, special day celebrations, field studies, etc.

### Definitions

**Overview** A document that gives the specifics for one year of instruction.

**Quarterly Plan** A plan for one quarter of instruction, typically 9 weeks.

**Unit Plan** A plan for a unit of instruction, typically a unit will vary in length from 3-9 weeks.

**Lesson Plan** A plan to teach one lesson of instruction. Some lesson plans are for one class period while some teachers will use one lesson plan for 2-5 days of instruction.



## Applications Course Assignments for Reflection and Reasoning

Please complete and give assignments to your mentor before beginning work on Practicum II.

### **Monday: Research** Teacher The Living Textbook

I Corinthians 11:1 *Be imitators of me, as I am of Christ.* Luke 6:40 *A pupil is not above his teacher; but everyone, after he has been fully trained, will be like his teacher.*

**Assignment:** Write a reflection on the above Scriptures and their application to the role of teacher. Define the word that seems to you to be the key word.

### **Listen to what you read**

Readings are enriching to the content of the course, a useful study technique that causes thinking, reasoning, articulation, and mastery of ideas is “LWR” (listen to what you read). To use this “listen to what you read” note-taking technique:

- First read a single paragraph then write a one-line sentence about something that stands out to you in that paragraph.
- Don’t try to summarize the whole content of the paragraph — just what comes to mind and jumps out to you.
- Though your mind reads the whole paragraph, what comes to mind is the connecting “handle” for recalling the rest of the paragraph.

**Assignment:** (1) LWR your choice.

(2) 4R your subject area (history, science, etc.)

### **Tuesday: Reason** Student Bearing God’s Image

Luke 18:16 *Let the children come to me, and do not hinder them, for to such belongs the kingdom of God.* John 3:16 *For God so loved the world, that he gave his only Son, that whoever believes in him should not perish but have eternal life.*

**Assignment:** (1) Write a reflection on these Scriptures and its warning and promise to the teacher. Define the word that seems to you to be the key word.  
(2) Develop a subject overview in your subject.

### **Wednesday: Relate** The Art of Teaching

Luke 12:12 *For the Holy Spirit shall teach you in that same hour what ye ought to say.* Isaiah 2:3 *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.*

**Assignment:** Write a reflection of the above Scriptures describing the source of Principle Approach teaching and how to access the source.

### **Thursday: Record** The Art of Learning

Deuteronomy 6:6-8 *And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise.*

**Assignment:** Write reflection on the Scripture above and its application to the teacher and the learner.

## Notes

## Applications Course Practicum II

Following the Applications Course, an independent practicum is submitted by the teacher as the next step in The Principle Approach Master Teacher Certification program.

### Practicum II Objectives

- Apply The Principle Approach, philosophy and methodology to demonstrate the methods of teaching Biblical reasoning, Christian scholarship, and Christian character.
- Engage the student's individual learning needs with appropriate character-building expectations in developing in the "living" curriculum.
- Use a field study and enrichment experiences to incorporate visual, tactile, and cultural enhancement to the lessons (music, art, craft, etc).

### Critical Competencies

Practice and apply the Principle Approach standards, skills of scholarship, and educational tools in developing curriculum per the standards set in Foundations and Applications courses.

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

### Course Texts Required

In addition to the Holy Bible, a related concordance, and the texts required for Foundations and Applications courses:

1. Rose, James, *Guide to the Principle Approach*
2. *The Noah Plan Curriculum Guides*: English, Literature, History and Geography, and the subjects you teach.
3. Horne, Herman H, *Teaching Techniques of Jesus*, Grand Rapids, MI: Kregal Publishing

### Practicum II Procedures

#### ☐ Reflection:

1. Read thoughtfully *Teaching Techniques of Jesus, or Jesus the Teacher: Examining His Expertise in Education*, Herman Horne.
  - a. Make a list of the techniques that most call you towards the heart of God.
  - b. Write an "Emphatic Conclusion" to your study of this classic (one paragraph capturing its essential value).
2. Using the *Seven Laws of Teaching* (John Milton Gregory, 1884, one-page hand-out) as a guide, think through how each of the seven laws will guide your preparation.
3. Record your thinking in a paragraph for each law. Example: Law #1 describes the end goal of lesson preparation stating the personal standard you will set for your teaching preparation and by using Webster's definition of the word "preparation."

☐ **Preparation:** In your subject area and chosen grade level, plan a 5-week unit: (at least 10 individual lesson plans):

1. Identify and define the vocabulary necessary to teach and learn your selected topic using the 1828 Dictionary and complete (at least) two word studies of your key words.
2. Outline a five-week unit of lessons, identifying:
  - a. Principles that govern the subject content including:
    - i. Leading ideas (major themes)
    - ii. Goals and objectives for the student
  - b. Vocabulary to define and teach
  - c. Grade-appropriate projects and assignments
  - d. Student presentations and assessment
  - e. Books and resources list
3. Develop lesson plans for your 5-week unit to include all components on the FACE lesson plan template.
  - a. Include key chart(s)\* as appropriate (at least one); timelines; modes of enrichment with art, music, drama, etc; reading and writing assignments; visuals; field study; homework; review and assessment.
  - b. Use the writeable Noah Plan lesson templates provided by FACE in DropBox.

- c. Complete the assignments you have made for your teacher notebook. These serve as standards of expectations.

☐ Prepare to present a lesson during the Exhibition Course. The lesson does not have to be one from your five-week unit of lessons.

**Practicum II completed by:**

\_\_\_\_\_ Date: \_\_\_\_\_

Practicum approved by: \_\_\_\_\_

(mentor) Date: \_\_\_\_\_

*\* Key Document, Key Individual, Key Institution, Key Event located in DropBox.*

## The Foundation for American Christian Education

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The Foundation for American Christian Education

**Exhibition for Authentic Christian Education  
Course Syllabus**



## A New Chapter of Restoration Begins

Congratulations and welcome to the culminating week of the FACE Master Teacher Certification program. This final week cultivates and celebrate individual expression with mentors and cohort members for a new level of confident leadership and service.

FACE Master Teacher Certification attests to an acknowledged career achievement for service to the Kingdom of Christ. Certify means to make certain, to testify to in writing, to make known or establish a fact.

The principle we work from this week is learning from each other by giving and receiving commendation and recommendation. Commend means worthy of notice, to speak in favor of, to recommend.

This time of individual reviews, lesson presentations, and instruction to further equip you is also a time of celebration. God taught and commanded his people to celebrate and create monuments to designate milestones of faith in their earthly journey. We invite you to enter into that spirit with us this week—enjoy commendations and recommendations, bask in the fellowship of like-minded friends, and imagine and strategize with us in the adventure of building the Kingdom.

American education's story is one of triumph, erosion, and, now, restoration. The Principle Approach enables teachers to return to authentic American Christian philosophy and methods that produced men and women, fathers and mothers, merchants, pastors, craftsmen, and statesmen who 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 hope and envy of the world and the engine of great earthly benefit to all mankind.

We are together writing a new chapter.

*The tongue of the wise commends knowledge,  
but the mouths of fools pour out folly.*

*Proverbs 15:2*



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For Such a Time as This .....D5

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Observation Template .....D10

Please bring to the Course

- ☐ Copies of your lesson plan for distribution and any other needed tools or copies
- ☐ Please bring your own laptop, and/or if you prefer, a notebook

*Now faith is the assurance of things hoped for,  
the conviction of things not seen. For by it the people of old received their commendation.  
By faith we understand that the universe was created by the word of God,  
so that what is seen was not made out of things that are visible.  
By faith Abel offered to God a more acceptable sacrifice than Cain, through which he was commended as  
righteous, God commending him by accepting his gifts.*

Hebrews 1:1-3

## The Transfer of a Way of Life

*The most important fact about the subject of education is that there is no such thing.*

*Education is not a subject, and it does not deal in subjects. It is instead the transfer of a way of life.*

G. K. Chesterton

*[I]t is the sincere desire of the writer [Noah Webster] that our citizens should early understand that the genuine source of correct republican principles is the Bible, particularly the New Testament or the Christian religion.*

*The religion which has introduced civil liberty is the religion of Christ and his apostles, which enjoins humility, piety and benevolence; which acknowledges in every person a brother, or a sister, and a citizen with equal rights. This is genuine Christianity, and to this we owe our free Constitutions of Government.*

*The moral principles and precepts contained in the Scriptures ought to form the basis of all our civil constitutions and laws.... All the miseries and evils which men suffer from, vice, crime, ambition, injustice, oppression, slavery, and war, proceed from their despising or neglecting the precepts contained in the Bible.*

Noah Webster, History of the United States 1832

*All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be complete, equipped for every good work.*

II Timothy 3:16-17

*Let the American youth never forget, that they possess a noble inheritance, bought by the toils, and sufferings, and blood of their ancestors; and capacity, if wisely improved, and faithfully guarded, of transmitting to their latest posterity all the substantial blessings of life, the peaceful enjoyment of liberty, property, religion, and independence.*

Joseph Story, Commentaries on the Constitution, 1833

## For Such a Time as This

**W**e value the privilege we share with our camaraderie and friendship in working to build the Kingdom together. Because education is at the heart of every issue that plagues our families, the church, communities, and the nation, we are on battle lines in today's cultural and political climate. Teaching America's providential role among nations and the principles that make men free are of prime value and greatest need in the generations we touch.

Our goal is to affirm your calling, prepare you for further leadership, equip you and expand your vision for service, and award you with a credential. To accomplish the goal, we will meet individually with you for personal mentoring and we will serve as a "mentoring cohort" helping each other.

Education today determines tomorrow's philosophy and scope of government, quality of culture, influence of the church, strength of the family, and the health of our economy. We believe that the future of our country is subject to the philosophy of education that shapes tomorrow's economics, government, morality, religion, and social issues. Education is at the core of every local, state, and national issue. The method of educating either enhances God's purpose in the life of each individual child or inhibits it. "Education makes a greater difference between man and man than nature has made between man and brutes."

—John Adams

By the 1950's, America forgot her original, founding mission built upon Biblical principles that established a free nation as a refuge from tyranny for humanity. When those founding principles gave way to socialism and progressivism through government-controlled education, a small, influential conservative movement emerged to stem the flood. The Foundation for American Christian Education (FACE) was instrumental in that movement, effectively equipping Christians with the knowledge that had been abandoned—America's Christian history and method of education built upon Biblical principles to usher in a new era in Christian education with the means of restoring what had been lost.

Presently FACE serves schools, home schools, churches, and homeschool co-ops with curricular materials and proper methods. Investing in teaching and equipping American Christians in Biblical principles results in aligning individuals, families, schools, churches, and communities with a Biblical worldview.

## Exhibition Schedule

### Monday

Individual Review Meetings and Presentations

An Exhibition staff member will meet with each participant individually to review the submitted Practicum II and preview the prepared lesson in a one-hour mentoring session. The remainder of the schedule is given for research and accessing materials in the Hall-Slater Library, conferring with colleagues, and practicing and timing your lesson presentation.

- 8:00
- Welcome, reunion breakfast, introductions and overview
- 9:30-noon
- Meeting with mentors to review work. Lesson presentations will begin in the afternoon.

### Thursday (# of days vary according to class size)

Prescribed Lesson Presentations 8:30-4:00

Presentation Lessons are video recorded and placed in Dropbox for you. This exercise multiplies the benefit of presentation for the presenter and for the class members who will record the components of the lesson on the provided template with commendations and recommendations, and gather self-instruction points while observing.

- TBD
- Celebration dinner Testimonies and Graduation Ceremony

### Day After Graduation

Christian History Field Study

## Notes

## Protocol for Lesson Presentation

**Philosophy:** Your lesson planning aligns with the philosophy and spirit of the Biblical standard of teaching and learning presented in T&L pp. 88-110.

**Template:** Use any of the Lesson Plan Templates published in *The Noah Plan Curriculum Guides* (Please see History p. 109, 144; Literature p 38; English p 42 for template and full explanation of planning method). Select one that accommodates your topic best. Blank writable templates are available in the FACE DropBox.

**Observable Values:** The lesson presentation will exhibit the values of authentic Christian teaching and learning as observable qualities:

1. Love of teaching that begets the love of learning.
2. Biblical worldview demonstrated in the topic
3. Methods that form Christian character and conscience.
4. Providential view of history.
5. Imparts life-long learning skills.
6. Consistent use of logic and reasoning.
7. Effective communication skills.
8. Strategies for enabling every learner.

**Prescribed Presentation:** The lesson presentation comprises 3-5 minute “pre-lesson;” 30 minutes complete lesson as you would teach it to students at grade level; and 10 minutes for the post-lesson discussion. Please time your practice to observe strictly the time allotted.

- I. Pre-lesson: (3-5 minutes) Introduce the lesson topic and execution to the cohort — what they need to know to follow well.
- II. Lesson (30 minutes complete)
  - a. Gain the consent of the learner
  - b. Connect lesson to what is known and previously taught — review
  - c. Research: New material or skill
  - d. Reason: Principles and leading ideas with student engagement
  - e. Relate: Participation and interaction with the topic/skill
  - f. Record: Writing the essence of the lesson for future study and masteryUse of tools of instruction as needed – copying, rephrasing, sketching, direct response, quizzing, oral presentation, etc.
- III. Post-lesson review: discussion, questions, commendations, recommendations, ideas, applications. Thank you for generously sharing this exercise of mutual edification.

## Teaching Fellows and Scholars

Certification opens doors of opportunities to serve, to represent FACE and sister ministries, and to join with others in the noble effort of restoring the family, the church, communities, and the nation, nurturing leadership, friendships, and connections as God seals and bonds of an army of restorers.

### **A FACE Fellow is described as one who:**

- Ably communicates and demonstrates the Principle Approach teaching others
- Is a FACE Principle Approach Master Teacher

### **Types of service:**

- Training teachers
- Serving Leading Schools in community outreach
- Serving as a regional representative for FACE programs
- Mentoring Principled Studies groups and leaders
- Service as a FACE Fellow is remunerated per diem with expenses.
- Fellow teaching and speaking assignments could be for one day or more up to a week.

A FACE Scholar is described as one who teaches the Principle Approach and America's Christian history and is a published author.



## Observation Template

For recording your lesson-presentation observations and notes or suggestions for each section of the lesson  
If you are emailing, send to FACE and to the presenter.

Name Of Presenter: \_\_\_\_\_ Grade Level \_\_\_\_\_

Subject or title of lesson \_\_\_\_\_

Pre-lesson: (3-5 minutes)

Introducing the lesson topic and its execution to the cohort, to enable them to follow well.

Lesson (30 minutes complete)

A) Gaining the consent of the learner

B) Connecting the lesson to what the student knows of the subject – review

C) Research: new material or skill

D) Reason: principles and leading ideas with student engagement

E) Relate: participation and interaction with the topic/skill

F) Record: writing the essence of the lesson for future study and mastery

Use of tools of instruction as needed—copying, rephrasing, sketching, direct response, quizzing, oral presentation, etc.

Concluding observations:

Commendations:

Recommendations:

Name of Reviewer \_\_\_\_\_

The Foundation for American Christian Education

**Supplement for Authentic Christian Teaching  
and Learning Course Syllabus**



*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

# Supplement Table of Contents

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## Teaching Faculty of the Principle Approach Master Teacher Certification



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

Director, Leading Schools Program

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 served as headmaster at Dayspring for 33 years. Over the years Mike trained teachers, students, and parents in America’s Christian history, including the biblical principles of government and education. Mike is the author of the book, *It’s Time to Remember, America*, based on his radio spots, “Remember, America”, which began airing in 1993 and still continues.

Mike joined the FACE staff as Director of the Leading Schools Program. God has blessed Mike and his wife 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 nine books including *How to Establish a Christian School to Restore the Republic*. He has several books published in Portuguese and Spanish.

**Martha Shirley, MS**

Principle Approach Master Teacher

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

Development at StoneBridge School, Chesapeake, Virginia. She developed and now 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, grandmother of six and lives with her husband Jim in Suffolk, Virginia.

**Margie Lyons, BS**

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 as a consultant to teachers and parents.

**Chris Evans, BA**

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.





**Laura Caruso, BA**

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 have a daughter and one grandson.



**Stephanie Holler, BA**

Stephanie serves as the co-founder of True Foundation Christian School in Tulsa, OK, which has grown from a homeschool group to a full-time school in the FACE Leading Schools program. She is a 2021 graduate of the Principle Approach Master Teacher Certification Program and teaches English, literature, and music to all grade levels. Stephanie earned her BA in Music Technology from Oral Roberts University. She co-founded a church in Tulsa where she currently serves on the board and as Music Minister. She resides on a small farm outside Tulsa with her husband and their two daughters.



**Jill White, MS**

Jill has served in the field of education for over four decades as a teacher, instructional therapist, curriculum director, principal, and school superintendent. In 1985, she was introduced to providential history in America by *The Bible and the Constitution of the United States of America* by Verna Hall. She was mentored and hired by Mr. Ralph Bullard, headmaster at Christian Heritage Academy in Oklahoma where she started a fascinating journey of learning about and applying the Principle Approach to her teaching, her thinking, and her life. Jill has taught students at every level, including adults, using Principle Approach philosophy and methodology. She published a science activity book for K-8 based on Principle Approach research and studies. Jill currently serves as a teacher coach and leadership consultant. She is a happy resident of New Braunfels, Texas.



**Roxanna Dickerson, MBA**

Roxanna is the Co-Founder and Director of True North Academy, located in Celebration, Florida. Following a two-decade sales career in the hospitality and theme parks industries that took her to many foreign countries, she discovered a love of learning and Biblical worldview education. Her vision for a Biblical-classical school was a course on providential history that she took in 2013, *Rudiments of America's Christian History and Government*, where she was introduced to the Principle Approach. In 2021, she earned Principle Approach Master Teacher Certification.

**Kim Bebb, MD**

Kim completed Principle Approach Master Teacher Certification in 2021. She attended the University of North Carolina at Chapel Hill, where she obtained a bachelor's in biology and a Medical Degree before completing a Family Practice residency. She resides in Wilmington, North Carolina, with her husband, Greg, and their six children, whom she has homeschooled using the Principle Approach.

**Dr. Brenda MacMenamin, DCE**

Brenda has loved learning about our nation's Christian heritage and the character of our Founders through teaching and learning the Principle Approach since 1984.

She has taught her own children, plus parents and students through co-ops and churches, locally and to online study groups. In the summer of 2021, she was delighted to earn her Principle Approach Master Teacher Certification. Currently, she teaches the Live online version of *Renewing the Mind for Teaching and Learning*. She resides Port St. Lucie, Florida.

**Linda Andrus, BA**

Linda serves as Assistant Editor for Publications at The Foundation for American Christian Education (FACE). She is a Master Teacher and taught at Stonebridge School before a career in marketing and advertising. She has a love of reading, writing, research, and Principle Approach education. Linda resides in Portsmouth, Virginia. She has three married sons and eleven grandchildren.

**Donna Hurley, M.Ed**

Donna began her Principle Approach journey at Dayspring Christian Academy (DCA) in 1994 and has taught in various capacities there, including fifth grade, Algebra I, Middle School English and several high school literature courses. Donna earned her M.Ed. from Regent University. She is grateful for all that she has gleaned from multiple FACE seminars and apprenticeships over the years, and she proudly earned her FACE Master Teacher Certification in 2021. Donna and her husband live in Lancaster, PA, and have raised two daughters, both graduates of DCA. They have one grandson, who attends DCA. Donna is currently Dayspring's Director of Curriculum and Instruction and loves seeing her grandson every day at the school!



## Directory of 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. (Roberto Rinaldi, Director, [AECEP.org.br](http://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](http://BrendaMacmenamin.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](http://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](http://NehemiahInstitute.com))

**Pilgrim Institute** equips citizens through education to restore Biblical principles to our Republic. (Ruth Smith, [PilgrimInstitute.com](http://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, Kevin Clauson; Executive Committee, Dan Smithwick, Max Lyons, Mark Shepard, Dick Hawkins, 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)

**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)

## Like-Minded Ministries

**Nordskog Publishing** has a primary mission 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 of 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)

### Current Schools in the Leading Schools Program

All Nations Academy  
Madison, WI

Christian Heritage School  
Tyler, TX

Courage Christian Academy  
Chula Vista, CA

First Liberty Academy\*  
Houston, TX

Lamb's Christian Academy\*  
Portsmouth, VA

Liberty Christian Academy  
Sarasota, FL

Maximum Potential Christian Academy  
Chesapeake, VA

Mobjack Christian Academy\*  
Gloucester, VA

Oaks Christian Academy  
Atlanta, GA

Sequoia Christian School  
Harrisburg, PA

True Foundation Christian School  
Tulsa, OK

True North Academy  
Celebration, FL

Twin Valley Bible Academy  
Narvon, PA

United America Christian Academy\*  
Shelton, CT

Vanguard Christian Academy\*  
Coffeyville, KS

True Foundation Academy\*  
Kansas City, MO

Liberty Education Academy\*  
Chino Hills, CA

First Principles Academy\*  
La Grange, KY

Celebration Life Academy  
Livermore, CA

Dominion Classical Academy\*  
Virginia Beach, VA

\*Opening soon

## Sources for 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 of Terms

### *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. roeswian.] 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. represento; 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.

**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'tial**, 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

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."

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."

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" 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.] In theology, the care and superintendence which God exercises 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.

## Clarifying Questions and Answers

A belief in divine providence, is a source of great consolation to good men. By divine providence is often understood to mean 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. 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 the 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.

## Clarifying Questions and Answers

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

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 Textbooks

**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.” 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.



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# The Foundation for American Christian Education

*Resolute in teaching Biblical principles that sustain liberty*



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