

A ONE PAGE OVERVIEW OF CLASSICAL CHRISTIAN EDUCATION AT SUMMIT

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| THE AIM OR TELOS | To Cultivate Flourishing Human Beings | <i>"In a sort of ghastly simplicity we remove the organ and demand the function. We make men without chests and expect of them virtue and enterprise." - C.S. Lewis</i> | | | |
| | | <i>"For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge." - 2 Peter 1:5</i> | | | |
| MEANS OF ACCOMPLISHING THE TELOS | The Cultivation of Virtue | Cardinal Virtues | Prudence Practical wisdom | Justice Giving every person what they are owed and treating everyone as an equal child of God | |
| | | | Temperance Going the right length and no further | Fortitude The courage to face dangers in spite of our fears and to remain committed under the pressure of pain and suffering | |
| | | Theological Virtues | Faith The substance of things hoped for, the evidence of things not seen | Love 1 Corinthians 13:4-8 | |
| | | | Hope Waiting patiently for the Lord | | |
| | The Ordering of Affections | <i>Ordo Amoris</i> | <i>"The aim of education is to make the pupil like and dislike what he ought" - Aristotle</i> | <i>"It seems to me that a brief and true definition of virtue is 'rightly ordered love' - Augustine</i> | |
| The Pursuit of the Transcendentals | Truth, Goodness, & Beauty | <i>"The object of education is to teach us to love what is beautiful" - Plato</i> | <i>"Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about these things." - Philippians 4:8</i> | | |
| THE SEVEN LIBERAL ARTS | The Trivium | Grammar | Stage - Memorization, Songs, Chants, Sound offs | Pedagogy - The Art of Knowledge | Subject - Grammar |
| | | Dialectic | Stage - Socratic Discussion, Debate, For & Against, Examples, Analogies, Syllogisms, Five Common Topics | Pedagogy - The Art of Argument | Subject - Logic |
| | | Rhetoric | Stage - Harkness Discussion, Ethos, Pathos, Logos, Strong Thesis Statements, Contestable Topics, Persuasive Presentations | Pedagogy - The Art of Persuasion | Subject - Thesis |
| | The Quadrivium | Arithmetic Geometry Music Astronomy | <i>"What then is the education to be? I believe in gymnastics for the body and music for the mind." - Plato</i> | | |
| TYPES OF KNOWLEDGE | Techne | Knowledge of Craft | | Apprenticeship style of teaching | |
| | | The creation of something new | | Students create and produce something new | |
| | Episteme | Scientific Knowledge The understanding of what already exists in the universe | | Students use inductive or deductive reasoning to reach truth | |
| Phronesis | Ethical Knowledge | | Students reason about what is most valuable for human beings | | |
| | Using practical wisdom to make ethical judgments | | Students consider the significance of human life | | |
| DEFINING OUR TERMS | Paideia | The process of establishing our children in the traditions of a society with the hope of forming and maintaining a strong flourishing culture | | <i>"Education is simply the soul of a society as it passes from one generation to another" - G.K. Chesterton</i> | <i>"...but bring them up in the discipline and instruction (paideia) of the Lord." - Ephesians 6:4</i> <i>"You shall love the Lord your God with all your heart and with all your strength and with all your mind, and your neighbor as yourself." - Luke 10:27</i> |
| | Virtue | Arete (Greek) Fulfilling the purpose you are designed for | Virtus (Latin) Being human and living with excellence | Habitually choosing what is good. | <i>"Excellence [virtue] is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence [virtue], then, is not an act but a habit." - Aristotle</i> |
| | Education | Educare (Latin) To train or mold | Educere (Latin) To lead out | <i>"The task of the modern educator is not to cut down jungles, but to irrigate deserts" - C.S. Lewis</i> | |
| | Student | Discipulus (Latin) A disciple, follower, or trainee | | | |
| PEDAGOGICAL PRINCIPLES | A Givenness to the Universe Formation vs. Information Imitation Over Innovation Bring the Stone to the Line Differentiating Between Truth and Reality The Tripartite Soul The World is Discoverable | | | | |
| PEDAGOGICAL PRACTICES | Socratic Discussion Gazing Debate/Argument Primary Sources Narration Chants/Songs Embodied Learning | | | | |
| SPECIFICALLY AT SUMMIT | Discern Articulate Serve Culturally Engaged Christ Followers Intellectually Curious Eloquent Communicators Faithful Servants Christ Centered Kingdom Focused Intentionally Relational Pedagogically Sound Professionally Developed Three Legged Stool Partnering With Parents Covenantal | | | | |