

CHRISTIAN EDUCATION



Faith Bible Institute

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"Christian Education – Part 1"

This course will attempt to cover the following areas of Christian Education:

- The Biblical Mandate
- The Philosophy of Christian Education
- Discipline in the Christian School
- Use of Curriculum

LIST OF ASSIGNMENTS:

- If attending classes, keep a notebook of the class lectures
- Complete all worksheets on Christian education
- Read all books and booklets when assigned
- List & memorize 5(five) Biblical references on Christian education

List of Books / Booklets As Required Reading:

“Under Loving Command”

Pat Fabrizio
DIME Publishers
P.O. Box 490
Cupertino, CA 95015

“Guide To Successful Christian Teaching”

Ardell Jacquot
American Association of Christian Schools
P.O. Box 1088
Fairfax, VA 22030

“On Being A Servant of God”

Warren W. Wiersbe
Baker Books
Grand Rapids, MI 49516

Watch the videos listed below:

<https://www.aceschooloftomorrow.com/index.php?route=common/educatorsworkshop/details&pai=jan0824>

<https://www.aceschooloftomorrow.com/index.php?route=common/educatorsworkshop/details&pai=sep0423>

<https://www.aceschooloftomorrow.com/index.php?route=common/educatorsworkshop/details&pai=feb1921>

<https://www.aceschooloftomorrow.com/index.php?route=common/educatorsworkshop/details&pai=mar0521>

<https://www.aceschooloftomorrow.com/index.php?route=common/educatorsworkshop/details&pai=mar1921>

Note: *These videos are from A.C.E. Ministries but are very useful for this class.*

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THE BIBLICAL MANDATE

Education has been defined many ways. Some classify education only in terms of what it does for a child, while others are concerned with what it means to a child. What is education? Webster defined education in his dictionary in 1828, First Edition, "the bringing up; instruction; formation of manners; 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". Others have defined education as "learning", "preparation for life", "training", "assimilation of facts", "transfer of knowledge", "learning how to live". From the perspective of the Christian, all of these definitions mean a great deal. Consider the following:

Education is the transmission of communication skills and the accumulated knowledge of society - along with principles (especially moral) to individuals. This is more effectively done by teachers having authority who present the material to students trying to motivate them to endure the pain of learning in order to reap the fruits of intellectual attainment. Character is developed by decisions made as principles are presented. Honest presentation will cause there to be decisions made with the full knowledge of consequences either way. The end result should be a person who can communicate on his own and having become whatever he has become by his own choice.

-Dr. Wayne Van Gelderen

Pleasurable learning is a reward that follows the willingness to endure hardness.

The fear of the Lord is the beginning of wisdom: and the knowledge of the holy is understanding" - Proverbs 9:10

Based on this understanding of the definition of education, it is evident that education is a religious task, and is undeniably related to the religion of our society.

The Bible states in Judges 2:10 that "*there arose another generation after them, which knew not the Lord...*". What a terrible commentary on that society. But are we any better? An honest examination of our current society, religion, and leadership reveals that every man still does that which is right in his own eyes (Judges 17:6). Humanism rears its ugly head to challenge the Word of God over and over again.

Christians are quick to condemn society and public education; but, in reality, statistics from our own homes and ministries are often not very impressive. We see positive results in many cases. We also see negative results far too often. This problem has caused some to abandon the idea of Christian education while others have suggested that we do a better job of training young people and then send them back to public school as "salt and light." What are we to do? Christian schools and Christian education systems are not perfect. They are terrible flawed because they are operated by flawed human beings. Should we abandon the Christian education scene for this reason? Certainly not! The mind that embraces such an idea must also embrace the abandonment of the church with its

failures and shortcomings. No, what we need is to understand the Biblical imperative relating to Christian education and to more effectively seek to accomplish the task of Christian education.

Why should we believe in Christian education? Why should we battle for rights relating to the religious education of our children? Why should we keep trying to produce young people from Christian schools who will walk in the ways of the Lord? Why must Christian education be a firm conviction with pastors, parents, and educators? The same reason you should do everything else. God said so! ***It is a Biblical mandate!*** The Bible commands, dictates, instructs, and orders us to religiously educate our children.

RESPONSIBILITY FOR CHRISTIAN EDUCATION

Some within our society contend that children are the responsibility to the "state," at least for the purpose of education. Biblically, however, the task of educating children is never given to human government. We turn to Scripture; to see the authority and alternatives for those who truly desire to be obedient to this Biblical mandate.

The God-ordained authority for Christian education rests within the home. Deuteronomy 6:7 instructs parents to "teach them [God's laws] diligently unto thy children..."; Proverbs 22:6 commands parents to "Train up a child in the way he should go..." and Ephesians 6:4 says, "Ye fathers, provoke not your children to wrath, but bring him up in the nurture and admonition of the Lord." God has given the responsibility of educating children to the parents. While some may argue that a parent can pass that responsibility to another, Suitor reminds us that it is "legally impossible to transfer responsibility."

A parent can authorize someone to assist them in the educational process, but every parent will stand accountable before God regarding the education of his or her children. Many parents, however, do not feel capable of completing the educational process alone. What are their alternatives for assistance?

Alternative #1--Public School

Much has been written regarding the philosophy, the purpose, the personnel, and the programs of the public education system. Secular educators have plainly stated what the public schools are designed to accomplish. One writer in *Learning Magazine* said, "I suggest that morality does not require God and that moral values can be taught in public schools without adding the religious dimensions of some form of higher being." (*The State of the Christian School Movement*, Deuink).

Education is always based on a person's or organization's view and philosophy of man and God. Therefore, it must be acknowledged that *the goal of public education cannot be to make students godly*. From this pastor's perspective, the public school is not a valid option for the Christian family that is committed to living according to Biblical principles and values. "*Can two walk together except they be agreed?*" (Amos 3:3)

Alternative #2--Home Schooling

Space does not permit a complete examination of this preference. It should, however, be noted as a valid option for those Christian parents who are equipped and prepared to train their children in the atmosphere of their home.

Alternative #3--Christian School

As Carl Herbster, president of American Association of Christian Schools, emphasizes, "The parent who recognizes his duty before God must pursue an educational plan that will instruct his children in

Biblical truth and how it applies to learning. This is the basis for the choice of Christian education" (*Parent Update*, Herbst).

God instituted the Church to be involved in the process of equipping saints for the work of the ministry. Part of that task involves assisting parents in educating their children through Sunday School, children and teen ministries, as well as the day school. In the Christian day school each subject is presented from a Biblical perspective, so that all academic facts and knowledge are interpreted as originating with God the Author of all truth. "Education that is Christian is teaching facts that are based on the Truth, the Person of Jesus Christ. This is the distinctive that makes Christian education different." (*Parent Update*, Herbst).

The responsibility to educate children is parental; the options for dedicated Christian parents are limited to an atmosphere that is Christian. But some may still question the *whys* of Christian Education.

REASONS FOR CHRISTIAN EDUCATION

Deuteronomy 6:4-12 Hear, O Israel: The LORD our God *is* one LORD: And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might. And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up. And thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes. And thou shalt write them upon the posts of thy house, and on thy gates. And it shall be, when the LORD thy God shall have brought thee into the land which he sware unto thy fathers, to Abraham, to Isaac, and to Jacob, to give thee great and goodly cities, which thou buildedst not, And houses full of all good *things*, which thou filledst not, and wells digged, which thou diggedst not, vineyards and olive trees, which thou plantedst not; when thou shalt have eaten and be full; *Then* beware lest thou forget the LORD, which brought thee forth out of the land of Egypt, from the house of bondage.

Why should pastors and Christian parents be committed to Christian education? First, **GOD THE FATHER DEMANDS IT. Deuteronomy 6:4-12** (considered the pivotal passage or “**prime directive**”) is a record of God’s clear instruction to Israel regarding the rearing of their children. This passage is not prefaced with a condition of desire; it is not predicated on the feelings of the parent; it is an imperative to love the Lord, to learn the word, and to teach the truth. The method demanded is one of diligence around the clock. God the Father requires that we educate our children according to His truth.

Second, **THE FAMILY DESERVES IT**. The humanist says that the family is obsolete and that the individual or the state is basic. Scripture problems the family to be the basic institution established by God for His glory. Before government and before the church, God instituted the home! Satan desires to destroy any home that is seeking to honor God. Every Christian parent must determine that this God-ordained institution (the home) deserves to be presented with Biblical truth and protected from the ungodly philosophies of the world.

Psalms 78:6-8 presents a third reason, “that the generation to come might know them, . . . that they might set their hope in God, and not forget the works of God,. But keep His commandments. . .” In other words, **THE FUTURE DEPENDS UPON IT**. The young people of today are the leaders of tomorrow. This present generation is suffering from a lack of Biblical leadership because of the failure to educate the youth of yesterday by Biblical standards. There is no hope for the future of our country unless people return to Biblical principles, values, and morals.

Who? Why? But there is a further question--what? What makes education Christian?

REQUIREMENTS OF CHRISTIAN EDUCATION

The educational process can be described as adhering to one of two basic philosophies. All education is either "*theistic*" or "*humanistic*," either God's way or man's way. According to Romans 8:29, Ephesians 4:12-13, and II Timothy 3:17, education is "conforming people to the image of Jesus Christ." Proverbs states that "the fear of the Lord is the beginning of knowledge" and "of wisdom" (1:7; 9:10). The psalmist adds, "except the Lord build the house they labor in vain that build it" (Psalm 127:1). Having a Godly foundation and the teamwork of home, church, and schools essential in this educational process. There are, however, some Bilabial ingredients that are required if the church and school are to effectively assist the home.

The first essential ingredient is a Godly philosophy that has as its focus to glorify God in every aspect of the ministry. Paul reminds us in I Corinthians 10:31 that we are to "do all to the glory of God," The term *all* is an encompassing and inclusive word. Everything a Christian does, including education, must be to the glory of God. An overriding philosophy that keeps His glory at the forefront will be a major safeguard for any ministry.

The second ingredient is a Godly purpose that focuses on exalting the Savior, equipping the saints, and evangelizing the sinner. In directing every aspect of ministry, the question must be asked, "Will it exalt, equip, and evangelize?" Within the educational process, the major focus is on equipping; there must be a constant effort to develop Christlikeness in these young disciples.

A third key ingredient in the process is Godly people--families and faculty that agree in philosophy and purpose. People must be committed to growing in their own Christlikeness and pointing others in the same direction. Care must also be taken in the acceptance of the right students.

God-honoring programs are **the fourth ingredient**. The academic, fine arts, Bible, and athletic programs must be designed to glorify God. They should be designed to prepare young people to serve the Lord. Everything should be done in an excellent manner because God desires and deserves our best. When developing the programs for our ministries, consideration should be given to the physical, spiritual, mental, and social needs of all the involved parties (Luke 2:40).

A fifth requirement in the process of Christian education is a God-glorying plant. External extravagance is not necessary, but cleanliness and neatness are a must! A study of God's design of the temple will show that nothing was done in a second rate manner.

Biblical responsibility, Biblical reasons, and Biblical requirements will bring Biblical results.

RESULTS OF CHRISTIAN EDUCATION

Abraham Lincoln once wisely observed, *“The philosophy of the classroom in one generation will be the philosophy of government in the next.”* This truth is clearly seen today, as we witness the ideologies, ethics, and even laws of our land being shaped by men and women whose worldviews were forged in the classrooms of secular humanism, moral relativism, and spiritual apathy.

Education is never neutral. It either leads a child to fear the Lord—which is the beginning of wisdom—or it subtly, and sometimes aggressively, pulls them away from the truth of God’s Word. That is why the stakes are so high. Christian education is not merely an academic alternative; it is a spiritual imperative. When we fail to teach children *how* to think biblically, we should not be surprised when they *do not* live biblically.

But what, then, are the results of **true Christian education**—education rooted in the infallible Word of God and centered on the person of Jesus Christ?

1. **Young People Who Glorify God**

The ultimate aim of Christian education is not merely knowledge, but transformation. The classroom becomes a place where Christ is exalted, character is shaped, and truth is not just taught, but lived. A student truly trained under a Christian worldview will seek first the kingdom of God (Matt. 6:33) and will understand that whether they eat, drink, learn, work, or serve—they do all to the glory of God (1 Cor. 10:31).

2. **Hearts That Love God Wholeheartedly**

Christian education does not simply seek to inform the mind, but to shape the heart. Deuteronomy 6:5-7 instructs us to love the Lord with all our heart, soul, and might, and to diligently teach these truths to our children. The result is a generation that not only knows about God but *knows* God and delights in walking with Him daily. Their faith is not inherited but internalized.

3. **Lives That Are Equipped to Serve**

Whether God calls a student to be a missionary, mechanic, mother, or mayor, Christian education equips them to live faithfully in any vocation. They learn to integrate faith and work, to stand for truth in a compromising world, and to be salt and light wherever God places them. They are not simply prepared for college or a career—they are prepared for a calling.

4. **Biblical Values, Godly Goals, and a Christ-Centered Philosophy**

Christian education instills a clear sense of direction and moral clarity. In contrast to the confusion and chaos of a culture that has abandoned absolutes, the Christian student is taught to measure life by the unchanging truth of Scripture. They learn discernment, integrity, humility, and courage. They are not driven by trends but by truth.

5. **A Generation of Servants, Not Consumers**

In a world that teaches self-promotion and personal gratification, Christian education produces students who understand the joy of servanthood. Jesus said, *“Whosoever will be chief among you, let him be your servant”* (Matt. 20:27). These young people are not seeking their own fame but are ready to serve their family, church, community, and world with the love and grace of Christ.

Of course, this cannot be accomplished by schools alone. Christian parents must take ownership of their God-given responsibility to bring their children up *"in the nurture and admonition of the Lord"* (Eph. 6:4). But when parents partner with churches and ministries that are grounded in Scripture and passionate about Christ, the results are powerful.

By the grace of God, and through the diligent efforts of those committed to Christian education, we can raise a generation with biblical conviction, courageous faith, and a servant's heart—a generation that will not conform to the world, but be transformed by the renewing of their minds (Rom. 12:2).

This is not only possible—it is essential.

THE PHILOSOPHY OF CHRISTIAN EDUCATION

The word "philosophy" comes from two Greek words that mean "love of wisdom". This word also carries with it the idea of "study of truth", "logical concept", "theory of knowledge", "outlook and perspective", or "way of thinking". In living and searching for truth, each man develops a system of values and beliefs that guides his actions. This system is his "philosophy" of life. The study of Christian education cannot overlook the Why? And How? of this great concept. Every man needs the right philosophy of Christian education. Every man has a philosophy of Christian education, whether he realizes it or not. Your philosophy is how and why you think what you do about something. We all have our ways of thinking about life and even Christian education. The problem is that we often do not have the right philosophy, "way of thinking" about Christian education.

We must have a guide to the right philosophy of Christian education. The guide for the Christian in this area and in all other areas is the Bible. The Word of God must be our supreme guide. It not only contains God's truth and will, it IS God's truth and it IS His revealed will. The Bible makes it clear that Christian education is important and necessary. Note the following Scriptures:

Deut. 6:4 - 7 *Hear, O Israel: The LORD our God is one LORD: And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might. And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.*

Prov. 22:6 *Train up a child in the way he should go: and when he is old, he will not depart from it.*

Rom. 8:28, 29 *And we know that all things work together for good to them that love God, to them who are the called according to his purpose. For whom he did foreknow, he also did predestinate to be conformed to the image of his Son, that he might be the firstborn among many brethren.*

Eph. 4:11 - 16 *And he gave some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers; For the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ: Till we all come in the unity of the faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the stature of the fullness of Christ: That we henceforth be no more children, tossed to and fro, and carried about with every wind of doctrine, by the sleight of men, and cunning craftiness, whereby they lie in wait to deceive; But speaking the truth in love, may grow up into him in all things, which is the head, even Christ: From whom the whole body fitly joined together and compacted by that which every joint supplieth, according to the effectual working in the measure of every part, maketh increase of the body unto the edifying of itself in love.*

2 Tim. 3:14 - 17 *But continue thou in the things which thou hast learned and hast been assured of, knowing of whom thou hast learned them; And that from a child thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus. All scripture is*

given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness: That the man of God may be perfect, thoroughly furnished unto all good works.

It is, therefore, the purpose of Christian education to help train and equip young people to grow and mature physically, spiritually, etc. to be more and more conformed to the image of the Lord Jesus Christ. This is the "way of thinking" we need about Christian education. This should be our philosophy. We should want to "train up a child in the way he should go." We should know, believe, and trust that the Holy Scriptures "are able make one wise unto salvation." We must think this way about the subject or else we do not line up with the Word of God.

Our philosophy must go another step. We must think right about who this responsibility of educating children falls to. Deut. 6:1 - 12 makes it abundantly clear that the responsibility belongs to the parent. God's command in these verses is that parents teach "them", their children, the things God has taught in His Word. Christian education begins in the home. However, it does not end there. Parents are required to teach their children and are held responsible by God for the education they receive. Parents should use every scriptural tool at their disposal for this purpose.

The Christian school is to be a ministry of the local church that helps parents meet this great responsibility. While Christian education begins at home, it continues at the church through the Christian school. Consider Matthew 28:18 -20, *"And Jesus came and spake unto them, saying, All power is given unto me in heaven and in earth. Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you alway, even unto the end of the world. Amen."* (emphasis mine) This command of our Lord is to the church. We are to teach those who are saved "all things" He has commanded. The only way this can be consistently done is through Christian education. The Latin phrase "*in loco parentis*" adequately describes the role of the church and Christian school. This phrase "*in loco parentis*" means "in the place of the parents". That is what a Christian school ought to be. The Christian education system exists to help the parent with what God commanded them to do. It also exists to help the church do the same. This is the right way to think, the right philosophy of Christian education.

Christian education begins in the home, continues in the church, but does not stop there. Actually, it does not end until the individual leaves this earth to be in the presence of the Lord. Life itself is a part of education. Experience, trials, victories, etc. all go together to give an education to the Christian.

To further consider the philosophy of Christian education, let us look at another important part. There is a difference between the public school idea (philosophy) of education, sometimes called progressive education and the Christian idea of education, sometimes called traditional education.

TRADITIONAL EDUCATION

A.A. Baker says, "The very mention of the phrase 'traditional education' causes some to immediately conjure up a vision of a one-room schoolhouse, long wooden benches, a wood burning stove, eight grades, one teacher, and an outdoor toilet." By "traditional education" it is meant that education is given in the traditional way. It is presented in a traditional fashion. No modern gadgets, no fancy machines, no federal aid, no state aid, no elaborate facilities, etc. existed in the early classrooms of this nation. However, the education of that era was superior to the so called "progressive education" of today. What made the difference? The key to the education of the traditional method was the teacher - a teacher who had an old-fashioned, authoritarian, traditional view of education. While she was teaching the first graders, she knew what was going on in all the other grades as well; and you had better be down to business and doing your work or she would know the reason why!

Most simply think that this method was old-fashioned or "traditional". It was. But it worked! The new methods of today do not produce the same effect on young people. It may seem old fashioned and not up to today's standards, but, in reality, it is always up to date. Truth and morality are never outdated. What worked then will work now if applied correctly.

PROGRESSIVE EDUCATION

This term is indeed a misnomer. The name itself tends to lead one to believe that it moves ahead and progresses with time and new developments of society. Yet, the truth is that this "progressive" education is only a disguised form of humanism that merely gets "progressively worse." If progress means leaving God out, we want nothing to do with progress. Any system that eliminates the Lord and His Word from our lives and the lives of our young people is Satanic, Anti-God, Anti-Christ, Anti-Holy Spirit. We want none of it. The following comparison will help in understanding the differences in these two opposing philosophies of education:

<u>Traditional Education</u>	<u>Progressive Education</u>
God centered	There is no God
Authoritarian	We don't need authority
Maintains Scriptural discipline	We don't need discipline
Involves character training	We don't recognize character
<u>Traditional Education</u>	<u>Progressive Education</u>
You learn the Bible	You learn to express yourself
You learn that God created	You learn to do your own thing
You learn the value of a soul	You learn to get rid of your inhibitions
You master the 3 R's and other subjects	You learn that the individual is no longer important
You sit up straight and pay attention	You learn that knowledge for the sake of knowledge is useless
You learn it is not right to cheat	You learn only by experience - "Try it"
You learn to recite when called upon	You learn that competition is taboo

You learn to honor your parents	You learn nationalism is a dirty word
You learn respect for authority	You learn that the American way is wrong
You learn that a man's word is his bond	You learn that if it satisfies a want, it must be right
You learn that it is a sin to do less than your best	You learn that there are no absolutes
You learn personal initiative	You learn that morality is relative
You develop pride in your nation	You learn that it is acceptable to fight and hurt other students and even the teacher

This comparison is by no means exhaustive. Yet, it does help to illustrate the differences in the two major philosophies of education. Only the traditional education philosophy can produce the person who will one day be in the position to say, *"Speak Lord, for thy servant heareth."* The development of good Christian character is one of the main goals of Christian education.

DISCIPLINE IN THE CHRISTIAN SCHOOL

Proverbs 22:6 *"Train up a child in the way he should go: and when he is old, he will not depart from it."* We all believe this verse. Anyone involved in Christian education knows this verse. It is the classic text for child training. We, however, must never forget another important principle of child training taught in Ephesians 6:4 *"And, ye fathers, provoke not your children to wrath: but bring them up in the nurture and admonition of the Lord."* This "nurture and admonition" includes Scriptural discipline. Remember this important statement,

"You can't train a child unless you can control a child."

This discipline and control in order to train is absolutely necessary. It also must be continuous. It must be maintained as the child grows and develops. With maturity, discipline may take different forms, but it never ceases. God disciplines His children in order to, and as, He trains them. This process continues throughout the entire life of a Christian. So, the discipline of the child continues throughout the years of education.

Proper discipline involves both love and control. A balance between the two is essential. Controls should exist for the child in many areas. There should be controls in the environment that the child lives and learns in. There should be controls in the curriculum the child is taught from. Controls should also be present in any activities the child engages in. Classroom procedures and school rules should contain adequate controls as well.

Controls for a child must be both positive and negative. There is no such thing as an effective training program without controls. "You can't train a child unless you can control a child." There are some general principles to use in regard to discipline when working with children. Every principle that has been proven to work in the secular world has a Scriptural basis, or behind it there is an underlying principle with eternal values that is found somewhere in the Bible. The use of "sandwich psychology" is Scriptural. "Sandwich psychology" is the use of positive, negative, positive factors; or + - +.

The Word of God says, *"All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness:..."* This is an example of "sandwich psychology". Note:

+ doctrine

- reproof

- correction

+ instruction

Sandwiched in between the positive elements of doctrine and instruction are the negative elements of reproof and correction. Both the positive and the negative are needed in life and education.

There are some “don’ts” to be aware of too. Don’t expose a child to any kind of vice. There are schools across this country that are allowing their students to be exposed to witchcraft, prostitution, gambling, drug addiction, human sexuality in perverted forms, and humanistic literature. These things are contrary to Scripture. Philippians 4:8, *“Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, **think on these things.**”* (emphasis added) We teach the effects of sin, but not how to do it. We warn of its dangers but do not allow children to bathe in the filth of this world. A bank teller learns to detect counterfeit money by handling only good money. A horticulturist learns to grow the healthiest, strongest plants in the greenhouse.

A discussion of discipline would be incomplete without touching on the aim and purpose of discipline. The aim of discipline is subordination. This in turn produces self-discipline and brings the child into subordination to authority. Subordination and submission to authority leads to submission to the authority of God.

A child has a selfistic nature. He is not born with inner self-control. He must develop an inner will to do right. He must work to develop the inner strength to control the building and quality of character. The child needs a source of strength from without to draw from. As he develops the ability to subordinate himself through consistent training, he develops the ability to discipline and control himself. This becomes a by-product; the control of the soul over the flesh.

Our society for the past couple of decades has been one of the most permissive societies in history. Children have more today than they have ever had, and yet they are the most unhappy generation in recent memory. The person who has no controls, no discipline, and no rules - is a most unhappy person. He is controlled by his passions, seeking pleasure and excitement. This world offers none for him. He is hungry and crying out for some controls that somebody didn’t have the courage and character to program into him. He is crying out for help; he does not want to be what he is. Children and young people WANT discipline. They want someone to tell them NO. They want

- Don’t permit a child to circumvent the responsibility given to him. If he has a job to do, be sure he carries it out.
- Don’t give a child permission to break the rules. “It’s never right to do wrong” (Dr. Bob Jones, Sr.)
- Don’t permit one child to do what you cannot permit all children to do.
- Don’t permit children to gripe. If you do you are permitting him to violate the Scriptures. Compare Proverbs 6:16-19 and Phil. 2:14.
- Don’t offend a child and cover up your offense. Adults make mistakes, and children expect them to; but when it is not made right, they lose respect. Matt. 18:6.
- Don’t criticize a child for not displaying adult Christian conduct.
- Don’t make fun of a child for being a child. The Bible teaches that discipline (rod of correction) will drive foolishness away from a child. We must realize that there is a difference between childishness and foolishness.
- Don’t keep a permanent mental record of a child’s mistakes.
- Don’t humiliate a child by demeaning them in front of others.

someone to show they care by speaking up to them and for them. They want it and they need it.

Discipline is something you do **FOR** a child not something you do **TO** a child. It is both positive and negative. Discipline is training in subordination and submission that produces self-control and a right response to God. Children must be trained to inhibit their sinful behavior and to restrict their sinful impulses.

Effective training and discipline requires respect. This is the key to the whole thing. Children do not want a buddy - they want a leader. You cannot be their pal and their leader at the same time. Leadership and discipline must be established first, friendship can come later on a limited basis.

Respect from the child must be earned. Four elements are necessary to earn a child's respect.

- **Character Quality of life**
- **Courage..... Who will back down first?**
- **Convictions..... Know what you believe and stand for it**
- **Consistency..... This relates to your maturity**

Character development is a vital part of proper Biblical training through effective discipline. There is a difference between corporal training (correction) and corporal punishment. Punishment is punitive, it is an end. Corporal training and correction, including paddling, as found in the Bible, is not punitive; it is preventive. It is also a deterrent. It is corrective and it is training - a means to an end. Discipline is something you do FOR a child not something you do TO a child.

Discipline must be a means, not an end. In the Old Testament, the stoning of a rebellious child was not a means of training as much as it was an end (punishment). God does not punish His children, He disciplines them. He chastens them. He scourges them. Note Heb. 12:3-15. He does this as a means of correcting our behavior, not as an end (punishment). There is a difference between discipline and punishment. Hell is a punishment. It is an end, not a means of correction. There is a difference.

Parental rights affect character development too. God gave parents the fundamental and eternal responsibility for training the child. This includes the programming and directing of the presuppositions and values of the child. He gave parents this responsibility in the Great Commandment (Deut. 6:4-9) and expanded the responsibility to include the church in the Great Commission (Matt. 28:18-20).

We must uphold parental authority in all matters of Christian education. We do this by retaining the Biblical responsibility "in loco parentis" (Latin words meaning "in the place of the parents"). This means parents have the basic authority to train children. They can transfer this authority on a temporary basis or on a continuing basis. This authority may be transferred to other people or other institutions, such as the church or church/school. The courts have said the church can act "*in loco*

parentis", in the place of the parents. This is the basic Biblical presupposition confirmed by the courts and the laws of our land.

Biblical principles affect character development more than any other thing. Humanism tells us, "Train up a child in the way he wants to go, and when he is old, he will have accepted the best way of life." The child is expected to choose for himself. Biblical theism teaches the principle of discipline and control. You must control the child before you can train him. Training is a mandate from God. Control is also a mandate from God by way of Biblical principle - "You can't train a child unless you can control a child." Proverbs 22:6, "**Train** up a child in the way he **should** go, and when he is old he will not depart from it." (emphasis added). The child is made to do right. He is not simply asked to do it if he likes it. It is required of him to do right. This is requiring the basic elements of right within his life and character. Ephesians 6:4, "*Ye fathers...bring them up in the nurture and admonition of the Lord.*" *Nurture* - discipline - negative aspect of training. *Admonition* - motivation - positive aspect of training.

The whole objective is self-control. When the child is young the control is in the hands of the adult. This begins to shift as the child grows and matures. Gradually, the child assumes control and responsibility which the adult transfers to him. The essential element in developing character in the child is that you control the child, even to the point of chastening the flesh (spanking) to achieve the desired end of self-control. If you have too much control, and not enough love, or too much love and not enough control, the result is an imbalance in child and parent. We should use as much control as is necessary to train character.

Proverbs 22:5, "*Foolishness is bound in the heart of a child, but the rod of correction shall drive it far from him.*" Lack of character, maturity, or self-control is the basic principle that is obvious in the life of a child. Controls from without inhibit his self-centered behavior. Pain is protective and preventive; "the rod shall drive it (foolishness) far from him." God did not put pain nerves in the body to hurt or torture you! Pain is designed to turn, keep, and protect us from that which would harm us.

Simply put - The rod produces pain / Pain produces regret / Regret produces repentance (a change in attitude and behavior) / Repentance ultimately produces a change in character.

This is character training, not modern behavior modification. Behavior modification is widely used in many public school systems. Christians need to know that this is not the same as character development and training.

Consider the following contrast of character training and modern behavior modification.

Character Training

- The final aim is an individual who will habitually choose to do right.
- The emphasis is on deliberated actions based on an understanding of Biblical principles.
- Based on principles - learning to do right because it's right to do right.
- Based on honesty - the child is told what actions are expected of him and is eventually taught the reasons and principles behind the actions.
- Painful and restrictive - the child is taught that he must endure some things that do not produce immediate gratification in order to reap the fruits of intellectual attainment.
- Involves the student's will and the training of his will.
- Based on a Scriptural view of man: Man made in the image of God possesses:
 - 1-Thought and language
 - 2-The ability to see the difference between right and wrong
 - 3-The ability to make decisions
- Because of the Fall of man, he does not do right naturally if left to himself. He needs to be saved and then trained to do right through the Scriptures.

Behavior Modification

- The final aim is an individual who will predictably behave in certain ways.
- The emphasis is on desired behavior based only on conditioning.
- Based on feelings - learning to do right because it feels good to do right.
- Based on dishonesty - the child is manipulated without his knowledge to exhibit the desired behavior.
- Painless and non-restrictive - the child thinks he is being allowed to do whatever he wants to do and is being rewarded for it.
- Will and mind are by-passed. Bodily reactions and subconscious suggestions are all-important.
- Based on an evolutionary view of man: Because he is still emerging from animal, those who have emerged the farthest have the right to manipulate the thoughts of others. There is no right and wrong, only expediency. We need to save man from himself by making decisions for him. Left to himself, man would do well, but in order to bring about social progress, we need to speed up the process by manipulation.

- Trains the child to be able to stand on his own and make decisions for himself because he has learned Biblical principles that guide him in his decision making.
- Programs the child for lifelong dependence. He will constantly need someone to help him make decisions. He has no God-given principles to guide him.

We believe in character training and discipline, not modern behavior modification. God Himself emphasizes this very thing in the Bible. **Read the following passages:** Prov. 19:8; 22:6; 22:15; 23:13-14; Eph. 6:1-4; Heb. 12:5-11.

Remember :

- **“You can’t train a child unless you can control a child.”**
- **“Discipline is what you do FOR a child not what you do TO a child.”**
 - **Discipline is a means to an end.**
- **Training character is the ultimate goal of Christian education.**

PHILOSOPHY OF CHRISTIAN CURRICULUM

WHY A CHRISTIAN SCHOOL SHOULD USE A STANDARD CURRICULUM

1. The use of a standard curriculum makes available the accumulated wisdom of years of experience by Christian educators in Christian schools. The Christian approach to education and life is woven throughout it.
2. It can save you hours of time planning when and what to do so that you can concentrate on how to do it.
3. It helps even a first-year Christian teacher to be successful.
4. The curriculum ensures that students will be taught new material on each grade level and that there will be sufficient review of old material from year to year.
5. The use of a standard curriculum provides for much drill and repetition in a variety of ways, which ensures good learning.
6. If the school uses the a standard curriculum program, then you can be sure that students can get the same expert training next year that they will get in a class this year.

WHY A CHRISTIAN SCHOOL SHOULD USE A CHRISTIAN CURRICULUM

The Christian school is not a school merely for the sake of academics, but for the sake of fulfilling the church's God-ordained role in carrying out the Christian education mandate (Deut. 6:7, Prov. 22:6, II Tim. 3:15-17). Just as we believe it would be wrong to place them under the influence of godless teachers, so we believe it would be wrong to place our students under the influence of godless, humanistic textbooks and teaching materials. It is imperative to follow a curriculum that is based on the Scriptures. The curriculum used should be written on the premise that all truth comes from God and that any teaching of man that is contrary to the clear teaching of the Word of God must be rejected and refuted. Besides giving a clear place for teaching the Scriptures, the curriculum should give the teacher plans for teaching scripturally sound principles throughout the day. (The curriculum is not intended, of course, to be used to replace the Scriptures in any way. It merely provides the supplementary material necessary for a good academic foundation.)

The curriculum and its correlated materials should teach, for example, that arithmetic, grammar, and spelling are all rule-governed activities. If they are not taught that way—if, on the contrary, they are taught with the idea that the individual may “do his own thing” in these matters, then the purpose of arithmetic, grammar, and spelling in social existence is destroyed. This common-sense approach fully accords with Scriptural principles about orderliness and authority. The teaching materials for these subjects also should abound with specific examples aimed at Christian character building. **History** taught as a record of God's plan for mankind as related to man's creation and fall, the redemptive plan of God, and the fulfillment of God's perfect will and purpose for His creatures. The History texts again and again should show the results of sin to men and empires and extol those who are good examples of Godly living. The **Science** curriculum should present the universe as the direct creation of the God of the Scriptures and refute any man-made idea of evolution. Further, it should present God as the great Designer and Lawgiver, without Whom the evident design and laws of nature would be inexplicable. **Reading** should be given a great deal of importance in the curriculum, for the supreme aim of education is to teach the child to read the Scriptures for himself. **Phonics** should be employed

as the most logical and orderly way to teach children to read English, which is an alphabetical language. The material in the reading texts should be carefully selected to extol the principles laid out in the Word of God. In the upper grades, the literature texts likewise should be carefully edited so as to eliminate or refute non-Christian teaching and build up the student in the faith.

Bible is the most important subject in the Christian school, and it should be taught every day. The goal should be to lead each child to a saving knowledge of the Lord Jesus Christ and then to help him grow spiritually in the Lord. The teaching materials suggested in the curriculum are designed to give specific examples of how Christians should and should not live, but the teacher must also be a living example of the Christian life. The curriculum should be planned so that students going through school will be thoroughly exposed to the basic portions of the Bible. The message of salvation should be presented at the beginning of each school year through the use of the curriculum. Opportunities should be taken as the Lord directs throughout the year to seek to win the new students to the Lord. Even the songs that the students are to sing and the poetry that they are to memorize should exemplify Christian standards of that which is true, honest, just, pure, lovely, and of good report (Philippians 4:8).

THE CHRISTIAN APPROACH TO TEACHING ARITHMETIC

The Christian approach to teaching arithmetic begins with knowing and teaching the students that the universe has structure and order because it was created by a rational, orderly God. In elementary arithmetic the students study one aspect of the order of the real world and indirectly begin to know more about the God Who has given them the world they live in. In the arithmetic processes the students are not creating truth but learning truth; they are, in a sense, thinking God's thoughts after Him. The students will find exactness, preciseness, and completeness in the subject matter of arithmetic, just as would be expected in God's world.

As the content of the arithmetic curriculum and the textbook has reason and order to it, so must the arithmetic class itself be taught according to an organized, reasonable plan. A daily class should include oral drill, the teaching of new material, practice of new material, and review of basic facts. All four areas need to be completed in 60 minutes or less time each day. The teacher must have classroom habits and procedures that will produce an orderly classroom conducive to good learning.

Elementary mathematics, quite naturally, begins with the most elementary, basic mathematical processes of arithmetic. Students learn best when they proceed from the particular to the general from the concrete to the abstract. Elementary mathematics properly emphasizes the facts of addition, subtraction, multiplication, and division that accord with the child's stage of mental development and have immediate practical application. A solid foundation is laid for high school mathematics which appropriately (but still gradually) introduces the student to a higher level of abstraction. The student will learn more efficiently and be better at algebra and all higher mathematics if he masters arithmetic first.

We are unabashed advocates of traditional arithmetic, partly because the students learn something that can be built upon, but also because it accords without Christian viewpoints on education. Only from a Christian perspective can the basic rationale, the intrinsic reasonableness of traditional elementary arithmetic be seen and appreciated. Traditional arithmetic will not succeed unless it is taught with the conviction that something more than arbitrary principles is at issue. The elementary student does not need to "understand" $2+2=4$ in order to learn it and use it; he will learn the abstract principles later. But the elementary student does need to see his multiplication tables as part of the truth and order that God has built into reality. From the Christian perspective, $2+2=4$ takes on cosmic significance, as does every fact of mathematics, however particular! Traditional elementary arithmetic is Christian elementary arithmetic.

The way we view a subject matter and the method we think we ought to use to teach it are always related. Traditional arithmetic goes with traditional teaching methods, and we believe that these teaching methods also accord with our Christian perspective. Elementary students are taught the arithmetic facts through oral and written drill, just as the Bible says, "For precept must be upon precept, precept upon precept; line upon line, line upon line; here a little, and there a little" (Isaiah 28:10). The elementary students learn the facts by hearing them over and over again. They need facts in order to think and build up their minds for more abstract mathematics in high school. The students will need generous amounts of oral and written drill conducted by the teacher to have accuracy and speed in arithmetic.

A teacher who is faithful in teaching and drilling the facts of arithmetic in a reasonable, consistent way will be teaching much more than the particulars of arithmetic—such a teacher will be instilling within the students some of the most basic attitudes that are necessary for knowing and obeying God. C.T. Studd, missionary to Africa, understood this principle well and used it in his work with a people who had just risen from the depths of cannibalism. Norman Grubb described Studd's reasoning in his biography of the missionary (C.T. Studd, Fort Washington, Pennsylvania, Christian Literature Crusade, 1972, 1974):

Every pole had to be exactly the right length, placed at the right angle, etc.; and he had a purpose in it, for the natives must be taught that good Christianity and lazy or bad workmanship are an utter contradiction. He believed that one of the best ways to teach a native that righteousness is the foundation of God's Throne was by making him see that absolute straightness and accuracy is the only law of success in material things.

Traditional arithmetic is Christian arithmetic is Christian arithmetic, and it must be taught by traditional methods. A rightly taught arithmetic lesson is one more way that a Christian teacher can instill within students the principles of God's Word.

A CHRISTIAN APPROACH TO READING

*He ate and drank the precious words,
His spirit grew robust,
He knew no more that he was poor,
Or that his frame was dust.*

*He danced along the dingy ways;
And this bequest of wings
Was but a book. What liberty
A loosened spirit brings.*

- Emily Dickinson

We have the opportunity to give students wings - the wings of liberty that grow from the ability to read.

Many modern educators believe that reading is not an important skill for all children to learn. We are moving away from the age of the print, they say, into an age of the machine. With the advent of the radio, television, and other devices, reading is no longer the only way to obtain necessary information. Those who cannot read well, we are told, can learn from others - others can tell them what to do, what to think, and what to believe.

If our country is to remain a land of liberty, we must continue to teach each individual to read and think on his own. We cannot afford to allow even our slowest students to develop an attitude that others can do their thinking for them.

Reading is necessary to a democracy. It is necessary for those who would expand the horizons of their own small worlds. It is especially necessary for Christians, because God has given us a written revelation - the Bible - and we need to be able to read it accurately and with understanding.

We must teach our students to read. Young children, just learning to read, need to begin with a thorough, practical introduction to phonics. Phonics is the best approach to reading for four reasons:

1. It is logical because English is an alphabetical language.
2. It helps children develop habits of thinking, analyzing, and organizing. The teacher who uses a good phonics method does not just give students words; she teaches them rules, and they figure out words.
3. It gives children confidence in reading. Reading becomes a joy rather than a chore.
4. It helps children to learn to read God's Word.

We must use the best resources available to ensure that our students become excellent readers. While we are teaching them **how** to read, we must also teach them **what** to read. We must employ all our energies to seek out the very best reading materials for them.

When children first learned to read in our country, they cut their literary teeth on the great truths of God's Word. They opened their New England Primers to an alphabet which began with *"In Adam's Fall / We sinned all"* and *"Zaccheus, he / did climb a tree / our Lord to see."*

Later generations of Americans were nurtured by the genius of Noah Webster, of whom it was said, "He taught thousands to read, but not one to sin." Webster, an untiring statesman, scholar, and educator, had a deep love for our country. He was concerned about the fact that American children were reading English authors and learning almost exclusively English customs in their schools. He wanted them to be trained in the rich tradition that was already developing in America. His readers contained materials by the best authors and stories about the great leaders of our country.


Webster was a patriot. He was also a Christian. He recognized the fact that man is not innately good. He knew that children need to be taught the restraining virtues - that they need to be carefully trained to do right and spurn the wrong.

Later textbook writers such as McGuffey, Baldwin, Shinton, and Cyr recognized these same principles, and Biblical ideals permeated the textbooks used in the public schools. The fervent belief was that while children are learning to read, they should be reading something of value. They should be taught through precept and example the ideals of patriotism, honesty, respect for authority, industry, perseverance, cheerfulness, kindness, personal initiative, and a deep respect for God and the Bible.

These ideals are obviously not taught in public schools today. The modern philosophy of life and education is based on relativity. There are no eternal values, we are told, so why teach them? All children are innately good, and the job of the educator is to stand back and let goodness manifest itself. The only valid commandment for modern educators is: "Thou shalt not say, 'Thou shalt not.' "

But we are Christians. We do have a standard of right and wrong. We have God's written revelation, the Bible. We need to lead our students to a personal knowledge of Jesus Christ as Savior, and then we need to train them in the principles for living laid down in God's Word. We cannot afford to orally teach them the principles of God's Word and then turn them loose with books that deny the very foundational philosophy of the Bible. Someone has appropriately said, "**You are what you read.**" Children, from Kindergarten through the high school years, should be given books to read that build character and emphasize Biblical themes. Great literature of the past may be used to help students grasp truths that have affected every period of man's history.

We are shaping the future of these children and we must ensure that they are provide with proper reading materials that give them a truly Christian approach to reading.



"Christian Education – Part 2"

PLEASE GIVE THE FOLLOWING:

- Simple Definition of Leadership
 - Five Spiritual Characteristics of Leadership
 - Explain each of these qualities of a good leader:
Spiritual / Cultivator / Love for People / Able To Inspire and Direct
 - Make a List of **25** Leadership Qualities that you feel are important to Christian Education
-

Successful Teaching

During this part of the course we will cover the following areas of Christian Education:

1. The Ministry of Teaching
2. The Teacher & Relationships
3. Spiritual Focus of the Teacher
4. Teaching Christian Character
5. Classroom Management
6. Proper Procedures in the Classroom
7. Principles of Giving Homework
8. Student Evaluation & Testing
9. Teaching Enthusiastically
10. Characteristics of a Good Teacher

In order for proper teaching to take place, there must be a concerned teacher and a cooperative student. To be a successful teacher in this type of setting requires that certain traits be incorporated into the life of the teacher. Discipline, authority, desire for excellence, proper enthusiasm, and some godly wisdom are all musts for the teacher in order to establish the right priorities in the Christian school classroom.

A chain is only as strong as its weakest link. An organization, like a Christian school, is only as strong and effective as its personnel. If God has called someone to teach, then it must be a priority to them to be the best they can possibly be for the Lord and for the others around them. Bob Jones, Sr. said, *"It is a sin to do less than your best"*, that applies to teachers as well as to students.

THE SPIRITUAL FOCUS OF CHRISTIAN EDUCATION

I. The Need for Spiritual Focus

- A. Students
- B. Parents
- C. Teachers


II. The Characteristics of Spiritual Focus

- A. Calling
- B. Cleanliness
- C. Control
- D. Consciousness

III. The Purpose of Spiritual Focus

- A. To Teach Surrender
- B. To Encourage Growth
- C. To Develop Christian Character

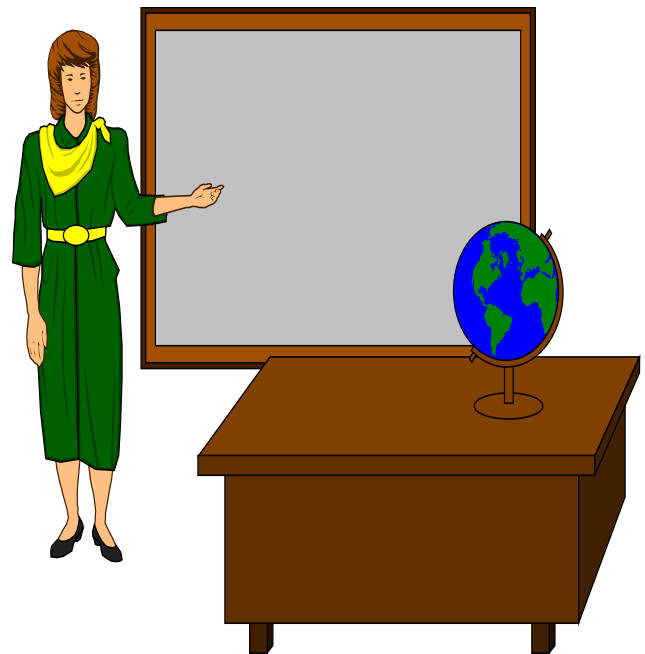
IV. The Steps Toward Spiritual Focus

- A. Be the authority FIRST
 - B. Be a Friend
 - C. Share Scriptural Principles
 - D. Apply Truth to yourself and to students
 - E. Expose Students to godly influences
- 

Characteristics of a Good Teacher

Every Good Teacher :

- **Is Sure of His / Her Calling** II Peter 1:10
- **Is Demanding**
 - *Academics
 - *Control
- **Cares About Students**
- **Is Committed To Teaching**
- **Cultivates a Good Sense of Humor**
- **Communicates Well With Students**
 - *By Being Warm and Friendly
 - *By Having Positive Expectations
 - *By Effectively Preparing / Presenting the Lesson
 - *By Responding to Questions and Comments
 - *By Attending To Duties
- **Is Enthusiastic**
- **Is Always Learning**
- **Is Loyal**
 - *Church
 - *Pastor
 - *Principal / Administrator
 - *Other Teachers
 - *Friends
- **Sets Goals**



*Self

*Students

*Spiritual

*Sensible



Procedures for Handling Discipline

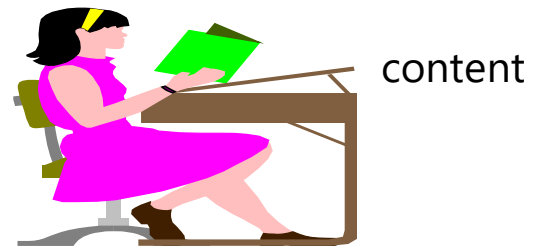
Responding to Minor Infractions

- Look at the student
- Talk in a different voice than normal
- Employ humor
- Use prearranged signal
- Use proper body language
- Be silent and stare
- Ask the student a question



Handling Behavior That Needs Minor Punishment

- Call the student's name
- Walk back to the student
- Have the student write sentences with
- Reprimand verbally
- Ask to see the student after class
- Change the seating arrangement
- Deprive the student of certain privileges
- Embarrass the student
- Isolate the student from the other students



Dealing With More Difficult Problems of Discipline

- Cases that involve more severe punishment should be discussed with the school administration first. After talking with those in the chain of command, parents may need to be brought in to the discussion.

- Administer corporal discipline - "Discipline is something you do **FOR** the child, not something you do **TO** a child."
 - Suspension
 - Expulsion
-

“Do’s and Don’ts” Regarding Discipline

The Teacher Should...

- Ask for God’s Wisdom
- Exemplify Self-discipline
- Establish standards
- Avoid perfectionism
- Establish routines
- Hear a child out
- Develop awareness
- Deal with problems as soon as possible
- Admit it when he/she is wrong
- Have students raise hands and wait to be called upon
- Respond to the child
- Command & Demand respect
- Anticipate problems
- Try to handle his own problems
- Praise students for good behavior
- Pray for problem students



The Teacher Should Never...

- Never condone improper behavior
- Never accuse without proof
- Never punish the entire group for the offenses of the few
- Never demean the child
- Never make a threat that he cannot carry out
- Never punish when angry

- Never play favorites
- Never tolerate “high looks” or “making faces” at students
- Never give special privileges to discipline problems
- Never call the student names like “stupid”, etc.
- Never commit the administration
- Never cast reflections on a child’s family
- Never allow improper behavior to succeed

Worksheet #1

1- Our philosophy of education should be derived from the _____.

2- Two basic methods of teaching associated with education, as discussed in class, are as follows:

1 _____

2 _____

3-The pivotal passage, or "prime directive", of the Bible concerning education is _____.

4-List three elements involved in the two methods of education below:

Traditional

Progressive

1 _____

2 _____

3 _____

5-List five Biblical references concerning Christian education:

1 _____

2 _____

3 _____

4 _____

5 _____

6-What is education?

7-Children should be trained:

1 Daily

2 Diligently

3 _____

8-Some of the first teachers in America were _____ and some of the first schools were held in _____.

9-The _____ in education is when the simple material becomes more complex to match the maturity of the child.

10-The development of good _____ is one of the main goals of Christian education.

TRUE or FALSE:

11_____ The Bible should be the basic core of all subject matter in principle and practice.

12_____ According to the Bible, discipline is making the child do right.

13_____ Contemporary (present day) educators use Biblical methods.

14_____ All Christians are certain to cooperate and send their children to Christian school.

15_____ Learning ceases at adulthood.

16_____ The basic source of all life and learning is found in the Living and Written Word of God.

17_____ According to the Bible, learning academics is unimportant.

18_____ Children should be allowed to decide for themselves what subjects are taught in school.

19_____ Our philosophy of education doesn't matter as long as our children attend a Christian school.

20_____ Teachers are among the most important factors in any school.

Worksheet #2

- 1-You cannot train a child unless you can _____ the child.
- 2-The basic learning philosophy is called CONTROLLED _____ LEARNING.
- 3-Don't expose a child to any kind of _____.
- 4-Don't give a child permission to _____.
- 5-When you make a _____ with a child, you should ask the child to _____ you.
- 6-Discipline is something you do _____ the child and not something you do _____ the child.
- 7-Before you paddle a child, always identify the _____ that has been violated.
- 8-We do not believe in corporal punishment, but we do believe in _____.
- 9-Corporal training/correction produces pain, regret, changed _____, changed _____, and changed _____.
- 10-All court cases involving kids have been for giving more than _____ licks.
- 11-When you paddle children, you should maintain a _____ spirit and seek to communicate to the child that you are disciplining them because you _____ them.
- 12-Don't keep a permanent _____ record of a child's mistakes.
- 13-Quality of life is called _____.
- 14-Four major elements of training found in II Timothy 3:16 are doctrine, _____, _____, and instruction in righteousness.

MATCHING:

A-Child B-Courage C-Character D-Negative E-Holiness F-Private G-Passions
H-Foolishness I-Explain J-Obeyed

- 15-_____Who will back down first is a test of _____.
- 16-_____The rod of correction will drive _____ out of the child.

- 17-_____Don't make fun of a child for being a _____.
- 18-_____Controls must be both positive and _____.
- 19-_____God corrects us so that we may be partakers of His _____.
- 20-_____The objective of training is to develop _____.
- 21-_____Before and after paddling, you should _____the offense.
- 22-_____An undisciplined person is controlled by his _____.
- 23-_____You praise in public and discipline in _____.
- 24-_____We must explain the rules if we are to expect them to be _____.

TRUE or FALSE:

- 25-_____Curriculum should contain a set of controls.
- 26-_____Children expect adults to make mistakes.
- 27-_____Children should be allowed to circumvent _____ responsibility.
- 28-_____Discipline is an end; punishment is a means.
- 29-_____When you offend a child, you should cover it up.
- 30-_____The illustration that explains controlled learning is entitled "How hungry is the monkey?"
- 31-_____A by-product of subordination is self-control.
- 32-_____A challenge to authority is ultimately a challenge to God's authority.
- 33-_____It is better to use a paddle than to use your hand.

Final Exam

1-Our philosophy of education should be derived from the _____.

2-Two basic methods of teaching associated with education are as follows:

1 _____

2 _____

3-The pivotal passage, or "prime directive", of the Bible concerning education is _____.

4-List three elements involved in the two methods of education below:

Traditional

Progressive

1 _____

2 _____

3 _____

5-List five Biblical references concerning Christian education.

1 _____

4 _____

2 _____

5 _____

3 _____

6-What is education? _____

7-Children should be trained up in the way they _____ go.(Prov. 22:6)

8-Some of the first teachers in America were pastors and some of the first schools were held in churches. Education has moved away from this idea over the years. In your opinion, how has this affected education in general? _____

9-Your _____ of education is the way you think about education..

10-The development of good _____ is one of the main goals of Christian education

TRUE or FALSE:

- 11_____ The Bible should be the basic core of all subject matter in principle and practice.
- 12_____ According to the Bible, discipline is making the child do right.
- 13_____ Contemporary (present day) educators use Biblical methods.
- 14_____ All Christians are certain to cooperate and send their children to Christian school.
- 15_____ Learning ceases at adulthood.
- 16_____ The basic source of all life and learning is found in the Living and Written Word of God.
- 17_____ According to the Bible, learning academics is unimportant.
- 18_____ Children should be allowed to decide for themselves what subjects are taught in school.
- 19_____ Our philosophy of education doesn't matter as long as our children attend a Christian school.
- 20_____ Teachers are among the most important factors in any school.

Fill in the blank:

- 21-You cannot train a child unless you can _____ the child.
- 22-Children should be brought up in the _____ and _____ of the Lord.(Eph. 6:1-4)
- 23-Don't expose a child to any kind of _____.
- 24-Don't give a child permission to _____.
- 25-When you make a mistake with a child, you should ask the child to forgive you.(True or False)
- 26-Discipline is something you do _____ the child and not something you do _____ the child.
- 27-Before you paddle a child, always identify the rule that has been violated.(True or False)
- 28-We do not believe in corporal punishment, but we do believe in _____.
- 29-Corporal training/correction produces pain, regret, changed _____, changed _____, and changed _____.
- 30-All parents believe in disciplining their children. (True or False)
- 31-When you paddle children, you should maintain a calm spirit and seek to communicate to the child that you are disciplining them because you _____ them.
- 32-Quality of life is called character and must be trained in the child beginning at twelve years of age. (True or False)
- 33-Four major elements of training found in II Timothy 3:16 are doctrine, _____, _____, and instruction in righteousness.

MATCHING:

A-Child	B-Courage	C-Character	D-Negative	E-Holiness
F-Private	G-Passions	H-Foolishness	I-Explain	J-Obeyed

- 35-_____Who will back down first is a test of _____.
- 36-_____The rod of correction will drive _____ out of the child.
- 37-_____Don't make fun of a child for being a _____.
- 38-_____Controls must be both positive and _____.
- 39-_____God corrects us so that we may be partakers of His _____.
- 40-_____The objective of training is to develop _____.
- 41-_____Before and after paddling, you should _____ the offense.
- 42-_____An undisciplined person is controlled by his _____.
- 43-_____You praise in public and discipline in _____.
- 44-_____We must explain the rules if we are to expect them to be _____.

TRUE or FALSE:

- 45-_____Control is necessary if you are to train a child..
- 46-_____Children expect adults to make mistakes.
- 47-_____Children should be allowed to circumvent responsibility.
- 48-_____Discipline is an end; punishment is a means.
- 49-_____When you offend a child, you should cover it up.
- 50-_____A by-product of subordination is self-control.
- 51-_____A challenge to authority is ultimately a challenge to God's authority.

52-Why should a Christian school use a standard curriculum?

53-Why should a Christian school use a Christian curriculum?

54- Explain, in your own words, the Christian approach to teaching arithmetic and reading and how this differs from the modern idea of teaching these subjects.

55- Explain the difference between "*teaching*" and *training*".

56-What is differential advantage as discussed in class in connection with Christian education?

57-Authority requiring obedience may be:

1. Personal 2. _____ 3. Civil 4. _____

58-**Seven school virtues were discussed** that each school should seek to have, complete the list below regarding these virtues:

- | | |
|----------------|--------------|
| 1. *Regularity | 5. * _____ |
| 2. * _____ | 6. *Industry |
| 3. *Neatness | 7. * _____ |
| 4. *Accuracy | |

59-There are at least four methods through which character training can be accomplished in the Christian school, list them:

1. * _____
2. * _____
3. * _____
4. * _____

[illegible]