

Key Quotes for the Session on Education

Education (Webster’s 1828) is *“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.”*

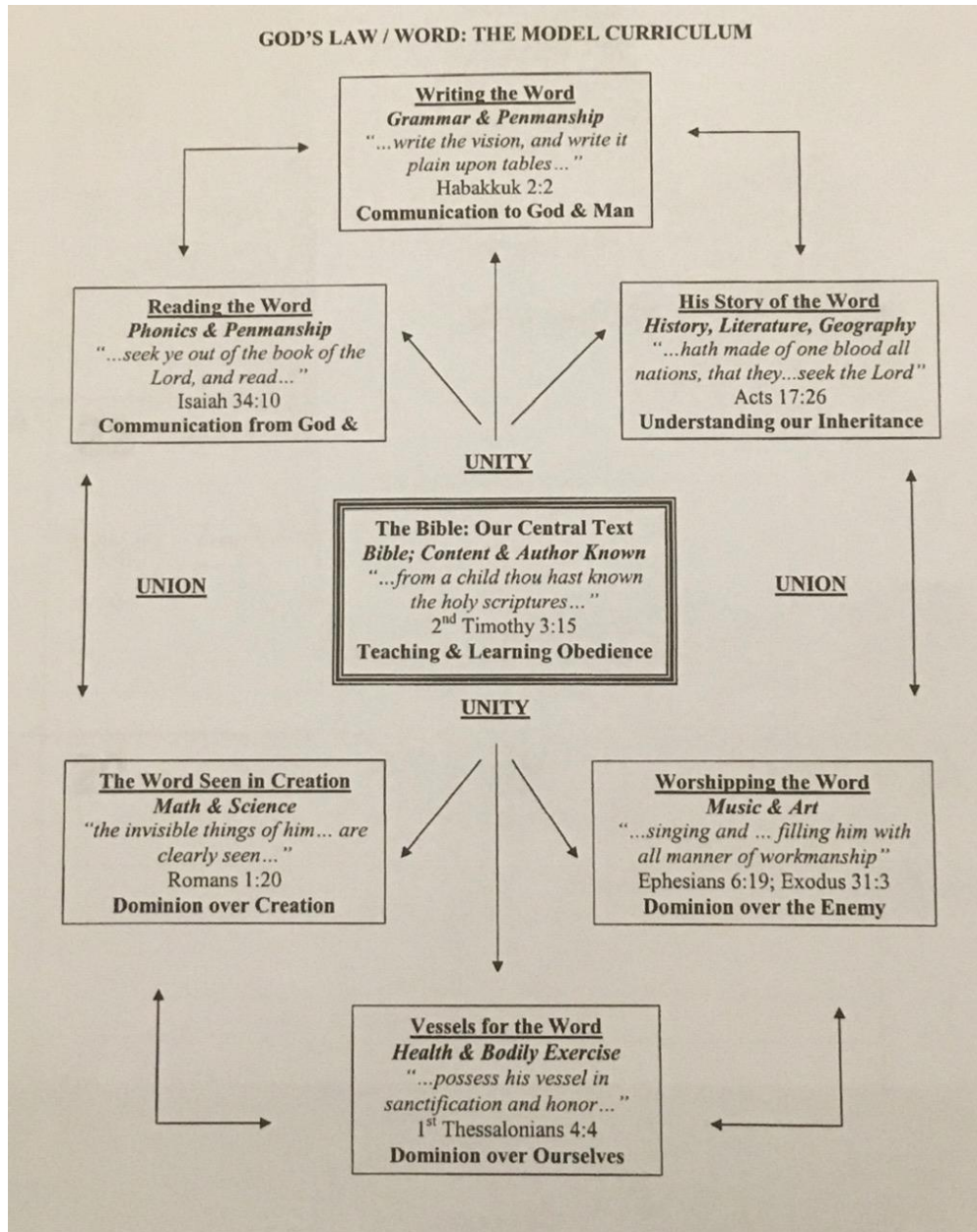
“It is hence plain that Hebrew parents were required not only to teach their children orally, but also to impart to them the arts of reading and writing. There is reason to believe, that the ability to read and write was an accomplishment, more generally possessed by the Hebrews, than by any other people of antiquity... from a survey of the matter, the conclusion seems warranted, that the education of the Hebrew people, conducted mainly though, not wholly, under the domestic roof, was nevertheless a national education, and worthy of the imitation of other nations... The result was that the nation reached a high point of literary attainment and distinction... (The Hebrew Republic, by E. C. Wines, republished by the Plymouth Rock Foundation, 1997, pgs 46,51.)

Hebrew Education	Greek Education
God created the heavens and earth Man made in the image of God Each child has intrinsic, equal value Education centered in the family Parental responsibility for a child’s education Goal of education is wisdom (obedience to God) Purpose of education is practical, to live well Education an individual responsibility (tutors) Productive methodology – reflect, express, apply	Nature creates “god” – Greek mythology God made in the image of man Children have value as imputed by the State Education centered in the community Community is responsible for a child’s education Goal of education is knowledge / achievement Purpose of education to redistribute property Education is the responsibility of the State Consumer methodology – respond to stimulus

On the impact of Peter Ramus; *“The scholastics were medieval schoolmen who tended to be very intellectual but not very practical. In their thinking, reason and revelation are separate ideas and ought not to be reconciled. Scholasticism made a distinction between the theoretical and the practical; faith is one thing, but man’s reason is another. In sharp contrast to the scholastics, Peter Ramus, and subsequently, William Ames, believed that knowledge should be practical; that God gave man the capacity to reason from revelation; that learning and doing walk together.... Peter Ramus felt that Aristotle, the Greek philosophy, was inconsistent...”* (Rose, James, *Peter Ramus and William Ames: French and English Precursors to The Principle Approach*, The Journal of the Foundation for American Christian Education, Volume VI, 1994-1995, page 14.)

R. J. Rushdoony writes on the original meaning of curriculum: *“Not only does education find its foundation in religion, but the educational curriculum expresses the religious standards and expectations of a culture. The Latin word curriculum, from which the English word is*

taken without change of spelling, means a running, a racecourse, a chariot, and is cognate with the Latin verb, *currere*, to run. A curriculum is thus the chariot, racecourse, or vehicle whereby a culture expresses its religious faith and standards. The basic curriculum is called the liberal arts curriculum, 'liberal' from the Latin *liber*, free, and it is a course in the arts of freedom, or a vehicle in the arts of liberty. A liberal arts curriculum is thus a practical answer to the question, What is liberty? And, How does a man prepare himself to be a free man?" (Rushdoony, Rousas John., *The Philosophy of the Christian Curriculum*, Ross House Books, 1981, page 4)



Christopher F. Rufo writes that Leftist dreamers do not give up easily and in the last 50 years; "they (have) settled on a more sophisticated strategy – waging a revolution not of the proletariat, but of the elites. It would proceed not by taking over the means of production, but by taking control of education and culture – a strategy that German Marxist Rudi Dutschke, a student activist in the 1960's, called the 'long march through the institutions.' This idea is traceable to Italian communist Antonio Gramsci..." (Laying Siege to the Institutions, Hillsdale College *Imprimis*, April/May, Volume 51, Number 4/5, 2022)