

Franklin Classical School
Umbrella Program
Tutorial

Applicant

Information

Booklet

2009-2010





Dear Parents,

Thank you for your interest in Franklin Classical School Umbrella Program Tutorial. The admission package includes everything you will need to apply for enrollment for the 2009-2010 school year.

We encourage you to return the completed application and the \$30 application fee (for non-umbrella program families) promptly as the number of seats in the tutorial is limited. Please note that the application fee is non-refundable. All components of the application are date stamped upon receipt. The earliest completed application will be given priority should a waiting list become necessary.

Following are application procedures:

1. Submit a COMPLETED application. A complete application consists of the two page application, a signed Honor Code, student essay, and application fee for non-umbrella program families. The two referral forms should be sent directly to the umbrella program by fax or mail by the individual making the recommendation. The referrals are confidential to FCSUP Tutorial and the individual supplying the information. We will send you a letter that we have received your application.
2. If your confirmation letter states that your application is complete, please call us at 615.595.4374 to schedule an interview appointment with members of our Admissions Committee. Both parent(s) and student are required to attend the interview.
3. If your confirmation letter lists items missing from your application, your application is on hold until the missing items are received. Please send us the missing items, and we will call you when we have a completed application.
4. The Admissions Committee will make a recommendation as to acceptance. We will then send a notification letter to the parents.
5. If a letter of acceptance has been extended, please call the umbrella office to schedule a registration appointment. At this time, all non-tuition administration fees will be payable.

If you have any questions, please feel free to call me at the umbrella program office at 615.595.4374 or email me at FCSUP@FranklinClassical.com.

In Christ,

Laura Lloyd
FCSUP Facilitator



Tutorial Overview

Franklin Classical School Umbrella Program Tutorial seeks to befriend the homeschooling community by providing a biblically based, classical, one-day-a-week tutorial on Mondays. This is being offered in partnership with Franklin Classical School. Therefore, it has been designed to mirror Franklin Classical School's Upper Division humanities block, focusing this year, on Christendom. This humanities block will be comprised of Humanities, English, and Literature.

Classical and Christian?

What do we mean by Classical?

Classical Education seeks to build wisdom in the lives and hearts of students. True education is far more than simply the accumulation of knowledge and understanding. It is doing what we know to be true rather than simply believing it. This approach teaches students to love learning, think soundly, and communicate persuasively.

In the western world, our way of life, our theological and intellectual history, our laws and social customs have all been handed down to us. In other words, our culture has grown from the heritage of the ancient Hebrews, Greeks, and Romans. How would it be possible to acknowledge such a vast heritage by merely adding a Latin class? As the Gospel spread throughout the ancient classical world, the early Christians developed a teaching method which revolved around what were called the Seven Liberal Arts. This method grew and developed down into the Middle Ages and had remarkable success.

The first three of these Seven Liberal Arts were called the Trivium and comprised the means by which students were given the "tools of learning." Our adoption of the Trivium as a method of instruction is essential to the formation of a classical school. The Trivium obviously has three parts. The first, grammar, concerns the particulars of any given subject. Logic is the second and deals with the reasoning which ties all the various particulars together. Rhetoric is then used to teach the students how to express what they have learned in a polished and effective way. These concepts of the Trivium correspond to what the writer of Proverbs termed "knowledge," "understanding," and "wisdom."

What do we mean by Christian?

Education, by its very nature, must address the great questions of life. Who am I? Why am I here? How must I live? Every school must teach on the foundation of some kind of worldview. That worldview may be boldly stated, or it may be implicit – but, it is always present.

At Franklin Classical School, our foundational worldview is the unchangeable Word of God – the Bible. Because God created the world and everything in it, all creation is



subject to Him. Because God revealed Himself in His creation, in the Bible, and in His Son Jesus Christ, we may confidently teach all subjects in the light of His Lordship. This, in turn, affects more than mere academics. We strive to practice biblical living and teaching everywhere, not only in our curriculum, but also in our administration and our staff.

We are absolutely committed to the central principles of the Christian faith, but allow for a variety of convictions on secondary doctrinal principles. Our staff represents many different evangelical churches, and the same is true of the vast majority of our student body. The students consequently live in a Christian culture dominated by the authority of the Word of God. As we seek to build Christian unity between the families of the school, we also pray that Franklin Classical School will never drift from stressing the importance of a consistent and personal adherence to the Gospel of our Lord Jesus Christ.

FCS Mission Statement

The mission of Franklin Classical School is to provide a biblically-based education that is both academically excellent and spiritually vital to enable young men and women to know and serve the Lord Jesus Christ and to transform families, institutions, and nations for the glory of God.

FCSUP Tutorial Mission Statement

In partnership with Franklin Classical School Umbrella Program, Franklin Classical School desires to be the best friend of the homeschooling community by serving it through a biblically-based, classical tutorial.

FCS Vision Statement

The three-fold vision of Franklin Classical School is to:

- Raise up the next generation of Christian cultural and spiritual leaders;
- Model a biblical pattern of discipleship through parent-directed, covenantal, and classical education;
- Lay foundations for economic and social justice, artistic excellence, intellectual achievement, worldview discernment, physical health, and evangelistic passion so that each student may ultimately attain their high calling and realize their destiny. Therefore the curriculum is both college preparatory and missions preparatory; it is both academically accelerated and socially responsive; it is both community oriented and globally minded.

Statement of Faith

The Statement of Faith adopted by FCS is deliberately limited to the broad arena of biblical Christian doctrine, which is considered to be central to all orthodox Christian churches, and which sets Christianity apart from all other faiths. Therefore, we subscribe to the great historic creeds and confessions – including Nicene, the Apostles, and the Athanasian – as they have been elaborated through the ages by the called synods of the church from the Ecumenical Council to the Westminster Assembly. To carefully establish the parameters of doctrinal teaching at FCS and to maintain our non-denominational status, we will adhere to the standards of historic orthodoxy in all essentials but to biblical diversity in all peripherals. Thus:

1. The integrity, centrality, and priority of the local church, biblical ecclesiology, and covenantal substantiveness must be protected at every turn.
2. Classroom discussion of secondary doctrine should be on an informative, non-partisan level. Teachers must be careful not to speak to the students in a manner that would cause offense to the parents.
3. Presentation of all sides of an issue is encouraged. We want our students to think – and think for themselves, albeit within the parameters of a Christian worldview.
4. Teachers should encourage the students to follow up any questions they have with their parents and pastor.
5. In situations of irrevocable impasse, the Westminster Confession of Faith will serve as the final arbiter of dogmatic construction and conception.

In each class and program at every level, as well as through any extracurricular activities and the mentoring examples set by faculty and staff, FCS strives to:

1. Teach all subjects in the curriculum as parts of an integrated whole with the Scripture at the center (II Timothy 3:16-17).
2. Provide a clear model of biblical Christian discipleship through the school staff and board (Matthew 22:37-40).
3. Encourage every student to begin to develop a personal relationship with God the Father through Jesus Christ within the context of the local church (Matthew 28:18-20).
4. Emphasize grammar, logic, and rhetoric in all subjects. (Grammar involves the fundamental rules and data of each subject; Logic involves the order and relationship of each subject; and Rhetoric involves the means by which the grammar and logic of each subject may be expressed clearly).
5. Encourage every student to develop a love for learning and to achieve maximum academic potential.
6. Provide an orderly and secure atmosphere conducive to maintaining these standards.



Proclamation of Core Distinctives—July 1, 2008

Whereas God sovereignly assigns to parents the responsibility and authority for the training up of children, and whereas parents are biblically and ultimately responsible for all areas of instruction in the child's life, including education and discipline, Franklin Classical School is founded upon the covenantal commitment to come alongside parents, assisting them from a position of delegated authority in loco parentis.

Franklin Classical School is committed to the following core distinctives:

- **Uphold Parent-Directed Education**

We recognize that the responsibility and authority for instruction is given by God to parents. Thus, other than the Humanities-English block, FCS students take only those courses hand-selected for them by their parents. Rather than enroll a child in an FCS course, parents may choose other avenues for instruction including home school, co-ops, tutors, and extension courses. Even if a student takes all courses at FCS, parental involvement in the academic life of the student is encouraged and even expected.

Therefore, parents, not the school, decide whether a child's absence is excused, whether a child will participate in standardized testing, whether a child will explore university options beyond high school, and all other issues outside the realm of the specific courses the parents choose for their student.

Parents must approach their freedom with maturity and accountability as we walk together covenantally.

- **Recognize & Value Humanities as the Core Curriculum**

Following the tradition of classical education upon which the great universities of Christendom were established, we are a Humanities and English-based school. This base informs the interpretation and application of other subjects and serves as a firm foundation upon which they may build. Thus, when fully implemented, this approach to education results in academic strength and excellence across the full spectrum of subjects. The study of Humanities takes place in a public lecture format, approaching history from a biblical worldview and moral philosophy perspective. This approach under-



Umbrella Program Tutorial

stands that while lectures may not be the optimum format for learning, they are invaluable as a means for modeling an approach to learning, an application of biblical worldview, and a moral philosophy interpretation of history. The public lecture allows a format in which a gifted man or woman may unlock the highest aims of a reformed heart, create a congregational or covenantal spirit, and compel that community to action, both as a united body and as individuals. For this reason, all upper division students as well as interested parents, teachers, and visitors attend the Humanities lecture together.

In addition, FCS provides smaller classroom settings for all other disciplines in order to facilitate students in discussing and walking out the concepts and principles taught in Humanities.

- **Recognize & Value Homeschool Credits**

We accept toward graduation homeschool credits earned in the 9th through 12th grades, submitted through the FCS Umbrella Program.

- **Provide an Appeals Process**

An appropriate and natural appeals process provides a means of conflict resolution when issues of vision, culture, operational standards, or general policies and procedures become problematic. Policies may be appealed, amended, or excepted when in the best interest of both an individual and the community as a whole.

- **Focus on Covenantal Community**

As a group of believers in Christ, we purpose to walk together in life, encouraging and admonishing one another as we hold each other accountable to a biblical lifestyle. FCS remains intentionally small in order to maintain the common worldview necessary for a covenant community. Though we are made up of individuals with different gifts, and though we allow for private consciences, we desire to be like-minded and like-spirited people with common language, common traditions, and common assumptions. Because of our commitment to maintain our unique, purposefully peculiar culture, the school body remains small. As opportunity for growth emerges, we will consider building sister schools.



Umbrella Program Tutorial

- **Follow the Classical Model of Education Utilizing the Disciplines & Methodologies of Christendom**

We utilize the disciplines of Christendom that brought about the great cultural flowering of Western Civilization over the past 1000 years, including Humanities, the canon of Western Literature, Latin, Logic, and Rhetoric. In addition, we utilize the methods of Christendom, including a rigorous approach to the Trivium, journaling, reading, composition skills based in part on the exercises of the progymnasmata, note taking, oral recitations and presentations, and the study of primary sources across the academic disciplines. These methods culminate with an oral defense of a thesis in the senior year.

- **Dedicate Ourselves to Generational Succession**

We intend to pass on the teachings, responsibilities, and blessings of covenant life in Christ to the next generation through faithful discipleship and rigorous education.

With this understanding and to this end, we, the Franklin Classical School Board of Trustees, do hereby proclaim & affirm our personal & covenantal responsibility to uphold & steward the core distinctives of the FCS vision, by the bounteous grace and according to the merciful providence of God the Father, Son, and Holy Spirit.



2009-2010 Tuition & Fees

	<u>Tuition</u>
Humanities Block	\$1300 (includes Humanities, English, Literature)
Each Additional Course	\$450

	<u>Material, Lab Fees</u>
LD Physical Science	\$55
UD Biology	\$80
UD Chemistry	\$120

	<u>Tuition Payment Options & Fees</u>
Tuition paid Annually	No fee
Tuition paid July, Nov, Feb	\$25 per student
Tuition paid Monthly (July-April)	\$40 per student

	<u>Other Required Fees</u>
New Family Application fee	\$30
Administration fee	\$150 for one child
Administration fee	\$30 per additional child

Disclaimer: Enrollment in FCSUP Tutorial does not equal enrollment in FCSUP. Both programs have separate functions, and thus, separate enrollment processes and fees.

Note: *Lab fees must be paid if a student is enrolled in lab tutorial class.
All school fees are due at the time of registration and are non-refundable.
Tuition and Fees are subject to change.*

Course Offerings & Descriptions

Humanities Block: Christendom (2.5 credits per block for grades 9-12)

Teacher: Kay Dokkestul

The FCS core curriculum integrates with all other subjects. This block is taken as one unit and includes Humanities, English, and Literature.

The course in general Humanities studies is designed to be a cultural overview—surveying the disciplines of history, literature, philosophy, theology, civics, art, music, and architecture of a particular epoch. This year the area of focus will be Christendom, an epoch covering Western Civilization and Church History stretching from the advent of Christianity through Medievalism and to the Reformation, Renaissance, and Enlightenment. Our study emphasizes the basic classical academic approach of moral philosophy, thus equipping us with the tools for a lifetime of learning: a working knowledge of the timetables of history, a background understanding of the great literary classics, a familiarity with the sweep of aesthetic achievement, a worldview comprehension of basic geography, a principle approach to discerning the significance of current events, and an emphasis on a Christian life paradigm. The idea is to study this period of human achievement in context both in terms of its historical and societal sequence and in terms of its providential and cultural importance. Out of this integrated understanding of God's world every other subject and discipline is informed.

Latin I (1 credit)

Students begin a study of classical Latin grammar, syntax, and forms learned inductively through constant observation of usage. They will acquire a basic Latin vocabulary augmented by repetition in context, by study of the principles of word formation, and by attention to English derivatives. Composition into Latin, both written and oral, will be used to drill grammar and syntax.

Math Lab

This class will serve as a supplement to math that is at home. Using Math XL, Tom Carson, FCS's Math Department Head, will come alongside the student to help with homework, explaining concepts and math principles. Mr. Carson is the author of the Math XL textbook and software.

Science Lab

Providing a supplement to the homeschool science program and to meet the high school lab requirement, various labs will be provided weekly.

Class Schedule

Period 1 8:00-9:30	Math Lab	Latin 1
Period 2 9:35-11:25	English/Literature	
Period 3 11:30-12:00	Lunch Break	
Period 4 12:05-1:55	Humanities: Christendom	
Period 5 2:00-3:30	Science Lab (including Physical Science, Biology, Chemistry)	

Note: Completion of assigned work is mandatory; failure to complete assigned homework will result in a failing grade.

Keeping Covenant: A Theology of Education A Compiled Confessional Statement By George Grant

As a confession of our faith, testimony to the world, and instruction to all true believers, the board of FCS affirms the historic Christian conviction that the Lord has appointed to parents the responsibility and final authority to secure, guide, and control the education of their children, that they might be delightfully trained regarding this world and in all areas of life to think God's thoughts after Him and walk in all His ways.

Man was created, as God's likeness and for God's glory, to study, subdue, and develop the world in which God placed him (Gen. 1: 26-28). Naturally, from the very beginning, it was a task which belonged to parents to instill this perspective in their children and help them to pursue it.

Ethical rebellion against God has resulted in a curse on mankind (Gen. 3: 17-19) which is experienced not only spiritually (Rom. 8: 5-8; Eph. 2: 1-4) but also intellectually (Rom. 1:21-22; 1 Cor. 2: 14; Eph. 4: 17-18), and which introduces an unavoidable antithesis between those antagonistic to God and those who belong to the promised Savior (Gen. 3:15).

The task of pursuing proper knowledge of the world and developing a God-glorifying culture therein thus encounters tremendous obstacles and distortions, making it imperative that parents educate their children within the perspective and power of God's revelation and grace. The redemption which Christ has secured for us saves us, not only spiritually, from the wrath to come, but also delivers us from intellectual futility and foolish reasoning in our methods of learning about the world in which we presently live.

Genuine knowledge of any subject whatsoever begins with reverence and submission to God (Prov. 1: 7), particularly the fundamentals and philosophy which adhere to the Triune Lord rather than the fallen world or human traditions (Col. 2: 8; 1 Tim. 6: 20). It is the Word of God which sets apart His people in the truth (John 17: 17). Thus neutrality in education is not only impossible (Matt. 12: 30), but immoral (Jas. 4: 4). Accordingly, the aim of Christian parents must be to encourage their children to "bring every thought captive to the obedience of Christ." (2 Cor. 10: 5), "in whom are deposited all the treasures of wisdom and knowledge" (Col. 2: 3). Only if they are first disciples of Christ will they know the truth and enjoy real freedom (John 8: 31-32).

Therefore, from the very beginning of history, then especially with the introduction of man's rebellion against God, and as well in light of the fundamental nature of any genuine knowledge, it is a parental duty to train and educate their children, regardless of the subject matter, in the nurture of the Lord and the light of His revelation (Eph. 6: 4; Prov. 5: 1-2; Ps. 36: 9; Ps. 119: 105, 130).



The responsibility rehearsed here has been part of the confession of faith of God's people from the earliest days—indeed it is a primary application of the first and great commandment (Deut. 6: 4-5; Matt. 22: 37-38). It constitutes a central element in what it means for those who are saved to keep covenant with God: “And these words which I command you this day shall be upon your heart, and you shall teach them diligently unto your children.” This teaching is to be enjoined constantly and consistently, in every time and place, covering all the spheres of human thought, activity and living (Deut. 6: 6-9). Note that this responsibility has been assigned directly by God to parents, rather than any other institution of society. The Christian school is therefore but an adjunct of the parents in the fulfillment of their great task.

Regardless, then, of whatever children learn—the wonders of math and science, the delights of history and language, and the marvels of art and music—parents have a God-given duty to see to it that their children learn it with the perspective and application of the Christian worldview as derived from God's revelation so that they might joyously walk in God's gracious covenant as faithful disciples of their Sovereign.

Humanities Philosophy Statement

“Our greatest inheritance, the very foundation of our civilization, is a marvel to behold and consider. If I tried to describe its rich legacy with utmost brevity, I should take the Latin word humanitas. It represents in the widest sense, the accumulated harvest of the ages, the fine flower of a long discipline of Christian thought. It is the Western mind of which we ought to turn our attentions to careful study.” John Buchan

“Somehow, our whole approach to teaching and learning has gone awry. Do you sometimes have an uneasy suspicion that the product of modern educational methods is less good than he or she might be at disentangling fact from opinion and the proven from the plausible? Although we often succeed in teaching our pupils subjects, we fail lamentably on the whole in teaching them how to think. They learn everything except the art of learning.” Dorothy Sayers

Humanities is the foundation upon which our commitment to excellent education is built. It is a study of world culture emphasizing the basic classical scholastic approach of moral philosophy—thus equipping students with the tools for a lifetime of learning: a working knowledge of the timetables of history, a background understanding of the great literary classics, a familiarity with the sweep of art, music, and ideas, a worldview comprehension of basic geography, a principle approach to discerning the significance of current events, and an emphasis on a Christian life paradigm. The idea is to study human achievement in context both in terms of its historical and societal sequence and in terms of its providential and cultural importance. Out of this integrated understanding of God's world every other subject and discipline is informed.



Honor Code (Romans 13:8-14)

Admission to the Franklin Classical School and the Umbrella Program Tutorial is a great privilege. And like all privileges, it comes with certain responsibilities. I therefore, personally accept each of the following Christian responsibilities:

To God Almighty:

I will seek to honor the Lord in all that I think, say, and do (Deut. 26:17).

I will submit myself to the authority of His grace and His commands (2 Tim. 3:16-17).

I recognize that my appearance and behavior reflects on Him as much as on me (1 Cor. 10:31).

To My Parents:

I will attempt to honor my parents in everything I think, say, and do (Ex. 20:12).

I will seek to learn all that I can from them (Eph. 6:1-3).

I acknowledge that I cannot receive what I need in life or godliness without them (Ps. 78:1-8).

To My Church:

I will submit to all the ecclesiastical authorities God has placed over me (Titus 2:1-15).

I will make worship, discipleship, and spiritual growth a priority in my life (Gal. 2:20).

I will attempt to be an ambassador of Christ and His Church wherever I am (Matt. 28:19-20).

To My Teachers:

I will demonstrate respect, attentiveness, gratitude, and obedience to my teachers (Heb. 13:1).

I will seek to do all the work I have been assigned with diligence and integrity (Eph. 5:8-17).

I will do my utmost to learn as much and achieve as much as I possibly can (Phil. 4:8-9).

To My Classmates:

I will honor and respect the time, work, and feelings of my fellow students (Rom. 12:9-18).

I will try to model honesty, integrity, kindness, and modesty in my relationships (Phil. 2:3-7).

I realize that disturbances affect everyone at school, and will thus strive for peace (Eph. 4:1-6).

Suggested Reading List on Classical Education

This reading list constitutes our suggestion of books you may find helpful when seeking to understand classical Christian education, its philosophy and methods (*indicates a particularly important or helpful book).

The Lost Tools of Learning, Dorothy Sayers*

The Abolition of Man, C.S. Lewis

Ideas Have Consequences, Richard Weaver*

On Secular Education, R. L. Dabney*

Of Education, John Milton

On Christian Doctrine, St. Augustine

The Seven Laws of Teaching, John Gregory

Education, Christianity, and the State, J. Gresham Machen

Why Johnny Can't Read, Rudolf Flesch

Recovering the Lost Tools of Learning, Douglas Wilson*

Classical Education & the Home School, Douglas Wilson, Douglas Jones, and Wesley Callihan*

How Should We Then Live, Francis Schaeffer*

Art, Music, and Ideas, William Flemming

How to Read a Book, Mortimer Adler and Charles van Doren

How to Read Slowly, James Sire*

Realms of Gold: The Classics in Christian Perspective, Leland Ryken

An Experiment in Criticism, C.S. Lewis

On the Art of Reading, Arthur Quiller-Couch

On the Art of Writing, Arthur Quiller-Couch

The Pocket University Guide to Reading, Lyman Abbott and Asa Don Dickson

The Oxford Book of English Prose, Arthur Quiller-Couch, ed.

The Oxford Book of English Verse, Arthur Quiller-Couch, ed.

The Oxford Book of English Ballads, Arthur Quiller-Couch, ed.

Amusing Ourselves to Death, Neil Postman*

Four Arguments for the Elimination of Television, Jerry Mander

What's Wrong with the World, G.K. Chesterton

For the Life of the World, Alexander Schmemmann

Rasselas, Samuel Johnson

From Cottage to Work Station, Allan Carlson

"*He* has shown you O man, what is good,
and what does the Lord require of you?

To act *justly*, and to
love *Mercy*, and to
walk *humbly* with
your *God.*"

Micah 6:8

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