

Franklin Classical School



Applicant
Information
Booklet

2012-2013

NOTICE OF NON-DISCRIMINATION POLICY: Franklin Classical School (FCS) admit students of any race, color, sex, national, or ethnic origin to all the rights, privileges, programs, and activities generally available to students. FCS does not discriminate on the basis of race, color, sex, national, or ethnic origin in administration of its education policies, admission policies, and athletic programs.



Franklin Classical School

Dear Parents,

Thank you for your interest in Franklin Classical School. The Applicant Information Booklet includes components that will assist you in understanding the distinctives of Franklin Classical School as it outlines the FCS Mission and Vision Statement, the Statement of Faith, the Proclamation of Core Distinctives, the FCS Governance Model, Theology of Education, the FCS Humanities Philosophy Statement and the FCS Honor Code. We also offer a suggested reading list on Classical Education to assist you in understanding the rich legacy of the classical approach to education. Additionally, information on transferring credits, tuition, tuition assistance, graduation requirements, a sample of course offerings, and a sample class schedule are also included. The admission package provides information on athletics, fine arts and academic assistance as well as what we mean by Classical and Christian education. An admission package may be obtained by contacting the FCS Admissions office.

If you choose to complete an application, please go to our website at www.FranklinClassical.com to the Admissions tab. Instructions are included to complete an online application for enrollment for the 2012-2013 school year. We encourage you to submit the completed application and the \$150 application fee promptly. Please note the application fee is non-refundable. If a student is not accepted for admission or if a family chooses not to join the waiting pool, the fee remains 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 online application with the application fee submitted, a signed Honor Code, student essays (when applicable) and parent testimonies. In addition, current grades including all academic records and standardized test scores for all academic grades completed, and an official transcript for grades 9th-11th are to be submitted to the admissions office along with the Christian and Academic Recommendation forms. The Christian Commitment and Academic Achievement Recommendation forms should be sent directly to the admissions office by fax or mail by the individual making the recommendation. The Christian Commitment and Academic Achievement documents are confidential between the individual providing the recommendation and the FCS Admission Committee. Receipt of application and documentation will be communicated to the applicant. The application will be placed on hold until all items have been received.
2. Upon receipt of the required documentation, we will schedule the student's placement testing. Placement testing includes Math and English proficiency tests as well as Latin as needed. After placement tests have been reviewed, we will contact you with the results.
3. An interview appointment with members of our Board of Trustees will be scheduled. Parent(s) and student(s) are required to attend the interview.
4. The Admissions Committee may require additional documents and meetings during the review process.
5. Applicants will be notified once final recommendations have been made by the Admissions Committee.

If you have any questions, please contact the admissions office at 615.595.5337, ext 302 or send an email to pworkman@franklinclassical.com.

In Christ,
Pamela Workman
Director of Admissions



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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.

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 orders relationship of particular in 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



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place in a public lecture format, approaching history from a biblical worldview and moral philosophy perspective. This approach understands 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 com-



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mitment to maintain our unique, purposefully peculiar culture, the school body remains small. As opportunity for growth emerges, we will consider building sister schools.

- **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.

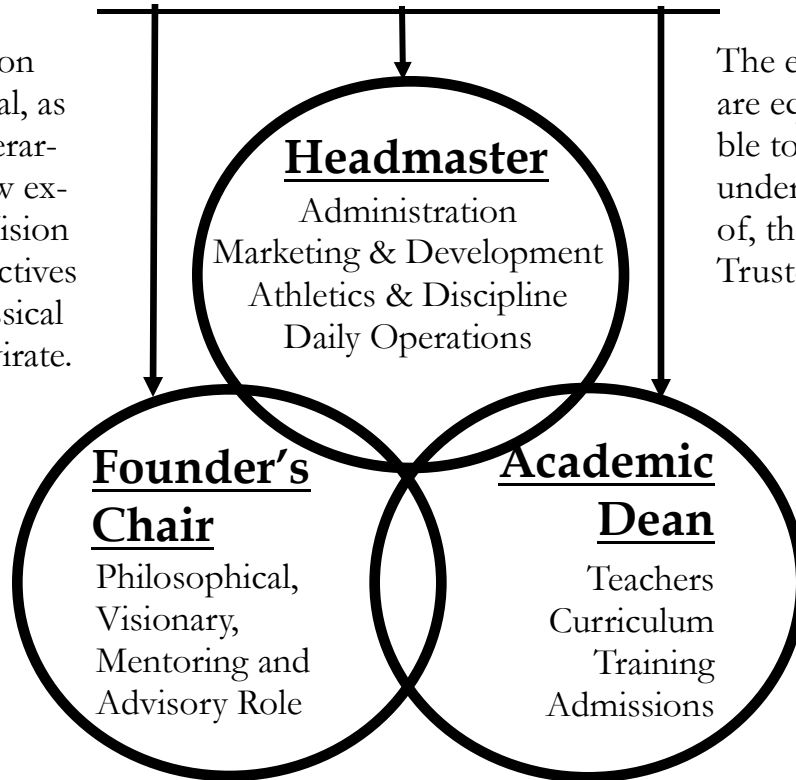


FCS GOVERNANCE MODEL—JULY 1, 2008

Board of Trustees

As a manifestation of the covenantal, as opposed to a hierarchical, worldview expressed in the Vision and Core Distinctives of Franklin Classical School, a triumvirate.

The executive offices are equally accountable to, and function under the oversight of, the Board of Trustees.





TRANSFERRING CREDITS

In order to transfer credits toward an FCS diploma, new FCS students must provide one of the following forms of documentation:

- Transcript of credit hours from another school (or)
- Achievement testing (or)
- PSAT, ACT, SAT, or SATII testing in subjects demonstrable on college board testing with scores at or above average national ranking (or)
- A notebook containing the student's work, including demonstrable testing, and a short description of the curriculum used, from the subject area in which the student is requesting FCS transcript acceptance of a subject credit (or)
- In the case of a situation where there is no demonstrable accountability in the completion of a course, the request for a subject credit to be entered on an FCS transcript can also be met by the satisfactory completion of a short (no more than 2 pages) proficiency exam created by FCS teachers to demonstrate subject mastery.

TUITION

K-6th Grade	\$7655	
Optional: Monday Enrichment (K-6th)	\$ 500	
LD Humanities Block (7 th -8 th)	\$5895	<i>(includes Humanities, English, Lit., Bible & Logic)</i>
UD Humanities Block (9 th -10 th)	\$6225	<i>(includes Humanities, English, Lit., Bible & Logic)</i>
UD Humanities Block (11th)	\$6475	<i>(includes Humanities, English, Lit., Bible & Logic)</i>
UD Humanities Block (12th)	\$6725	<i>(includes Humanities, English, Lit., Bible & Logic)</i>
<i>Each Additional Course</i>	<i>Varies</i>	<i>(\$650-785 includes lab & materials)</i>
Study Hall	\$130	
Umbrella for homeschool courses	\$50 LD/UD	

Tuition Payment Options & Fees ^b

Tuition paid Annually	\$100 discount
Tuition paid July, Nov, Feb	\$50 discount
Tuition paid Monthly (July-April)	No discount

Other Required Non-Refundable Fees

Application Fee	\$150
Sports Fees	Varies per sports
Books	Varies per course

* Registration requires signature of binding contract and 10% tuition payment.

* Curriculum textbooks are not included in the above tuition amounts.

* K-6 tuitions are inclusive of activity and all class fees.

* 7th through 12th tuitions are inclusive of Camp, Activity fee, Jr/Sr Retreat, and Jr/Sr Banquet.

* Tuition and Fees are subject to change.

* 2012-2013 Tuition

* Application Fee - after April 15th \$300



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HOW DO YOU DETERMINE THE COST OF A FRANKLIN CLASSICAL EDUCATION?

K-6th grades are all inclusive programs that meet Tuesday through Friday. An optional K-6th grade Enrichment Day is available on Monday. For students not enrolled in the Monday Enrichment Day, Monday is a homeschool day that is spent at home completing assignments from teachers or participate in other activities the parents select. The total cost for a year of education in K-6th grade is tuition + cost of books.

In grades 7th-12th, students can take a full and challenging curriculum at FCS or you, as the parent, may homeschool some of your student's courses. Enrollment as a FCS student requires that the Humanities Core (Humanities, English, Literature, Bible & Logic) be taken at FCS. The remaining courses needed for a Franklin Classical diploma, can be homeschooled or taken at FCS. Hence, the tuition amount is derived by adding the cost of the Humanities core to the cost of the additional courses for which you have registered. The total cost for a year of education is tuition + cost of books.

TUITION ASSISTANCE

We believe that Christ-centered education is vitally important to Christian families. It follows that no child should be denied a Christ-centered education because of finances. Since the body of Christ is made up of members from various economic levels, we have made some provision for those who cannot afford our tuition. There are many principles in Scripture that apply to this issue. "If anyone has material possessions and sees his brother in need, but has no pity on him, how can the love of God be in him?" (1 John 3:17) It should be noted that private education in a Christian environment will always require commitment and sacrifice on the part of the parents.

Applying for tuition assistance:

Franklin Classical utilizes FACTS School Management's Grant and Aid Assessment to determine aid eligibility. Tuition assistance applications can be made at www.factstuitionaid.com. The deadline for an application is March 1, 2012. Once FCS receives reports from FACTS and reviews the data, the Finance Committee will meet to allocate available funds. Once these decisions are finalized, letters will be sent to each of the tuition assistance applicants by April 30, 2012.

Amount of tuition assistance: The amount of aid given will depend on the amount present in the tuition assistance fund at the time decisions are made. Tuition assistance funds available by March 31st would be awarded by April 30th to families who had applied by March 1st.

Extent of aid: The amount of aid will be based on need and will apply only to tuition. Book costs are the responsibility of the family. No family will receive a 100% grant. Few families will receive a 50% grant. The grants generally range from 15% to 50%. The Finance Committee will make these allocations dependent upon available funds.

The school's tuition assistance program does not provide full tuition for any family. Even families on extremely limited incomes will be required to pay a portion of their children's tuition. In fact, the more a family personally invests in their child's Christian education (time, resources, and talent) the more they are apt to appreciate it and, as a family, benefit from it.



SAMPLE COURSE OFFERINGS

GRAMMAR SCHOOL/LOWER DIVISION

K-6 TH GRADE	7 TH GRADE	8 TH GRADE
Humanities -U.S. Geography & Civilizations English Bible	Humanities Block -TN/American, World History -English Gram/Comp/Lit Bible	Humanities Block -TN/American, World History -English Gram/Comp/Lit Bible
Math	Pre-Algebra	Pre-Algebra or Algebra I
Science	Life Science	Physical Science
Latin	Foundational Latin I	Foundational Latin II
Art	Logic	Logic
Physical Education	LD Art	LD Art

UPPER DIVISION

9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
Honors Humanities/ Honors English Block/ Bible & Applied Logic	Honors Humanities/ Honors English Block/ Bible & Applied Logic	Honors Humanities/ Honors English Block/ Bible & Applied Logic	Honors Humanities/ Honors English Block/ Bible & Applied Logic
Algebra I or Geometry	Geometry or Algebra II	Algebra II, Pre-Calculus or Honors Advanced Math	Calculus or Honors Advanced Math
Honors Biology	Honors Chemistry	Honors Anatomy	Honors Physics
Latin ^a	Latin ^a	Latin ^a	Music/Drama
Bible	Music & Drama	Civics/Economics ^b	Art History
Music & Drama	Art History	Music & Drama	
		Health	Personal Finance
Intro to Art	Intro to Art	Intro to Art	Intro to Art
Intro to Computers	Intro to Computers	Intro to Computers	Intro to Computers
	P.E.	P.E.	P.E.
	Yearbook	Yearbook	Yearbook
	Latin Literature	Latin Literature	Latin Literature

^aTwo consecutive years of the same language required

^bThese classes can be taken during Junior or Senior year



GRADUATION REQUIREMENTS

The graduation requirements are those for a College Preparatory Diploma, which incorporates the minimum requirements of the Tennessee Department of Education and the Tennessee Board of Regents.

English	4 units
Literature	2 units
<i>(2 units or .5 units for each year a student attends FCS)</i>	
Social Science	5 units
<i>- Humanities (4 units or 1 unit for each year attending FCS)</i>	
<i>- Civics (1/2 unit)</i>	
<i>- Economics (1/2 unit)</i>	
Mathematics <i>(Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus)</i>	4 units
Science <i>(Biology, Chemistry, Anatomy & Physiology, Physics)</i>	3 units
Latin	2 units
<i>Two units of the same language taken in consecutive years.</i>	
<i>Students are required to complete 2 years of either Foundational Latin or High School Latin. Only High School Latin fulfills the state's requirement for 2 years of foreign language.</i>	
Bible <i>(2 units or .5 units for each year attending FCS)</i>	2 unit
Fine Arts	2 units
Health	1/2 unit
Personal Finance <i>(Class of 2013 and above)</i>	1/2 unit
Physical Education	1 unit
<i>Physical Education requirement may be met through participation in organized sports.</i>	
TOTAL	26 units



SAMPLE CLASS SCHEDULE

MONDAY				
Period 1 8:00-9:15	Geometry	Algebra I	Algebra II	
Period 2 9:30-10:15	UD Humanities	LD Humanities		
Period 3 10:25—11:40	Pre-Algebra	Intro to Art 10:25-1:25	Yearbook	General Math
Various		Intro Computers 12:10-1:25	Art History 1:30-3:20	

TUESDAY AND THURSDAY				
Period 1 8:00-9:30	Upper Division Humanities	Lower Division English		
Period 2 9:40-11:00	LD Humanities	9th Grade Literature	UD Composition/ Adv. Comp	Senior Lit./Rhetoric/ Advanced Comp
Period 3 11:00—11:35	LUNCH			
Period 4 11:40-1:00	Upper Division Literature/ Bible	Lower Division Bible	Lower Division Logic	Senior English/Bible
Period 4 1:05-2:30	Foundational Latin I	Applied Logic	Foundational Latin II	

WEDNESDAY AND FRIDAY						
Period 1 8:00-9:25	Algebra II	Geometry	Civics/ Economics	Creative Writing	Pre-Calculus	
Period 2 9:35-11:00	Biology	Physical Science	Advanced Math	Pre-Algebra	Calculus	
Period 3 11:00-11:30	LUNCH					
Period 3 11:35 –1:00	Life Science	Latin I	Chemistry	Greek/Hebrew	Physical Science	
Period 4 1:05 – 2:30	Algebra I	Latin II	Music Drama	Anatomy & Physiology	Physics	

Notes:

1. K-6th grade classes meet for the entire date Tuesday-Friday.
2. An optional Monday Enrichment Program for all FCS K-6th.
3. Study Halls are available throughout the school day for grades 7th-12th.



KEEPING COVENANT: A THEOLOGY OF EDUCATION

A COMPILED CONFSSIONAL 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.



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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.



SUGGESTED READING LIST ON CLASSICAL EDUCATION

This reading list constitutes our suggestion of books you may find helpful when seeking to understand the 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



HONOR CODE

(ROMANS 13:8-14)

Admission to Franklin Classical School 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).

"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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