

C3's Perspective and Methods

Classical education has been quite popular within the homeschool community over the last decade — and justifiably so. Classical methods build lifelong skills and teach students how to think and learn for themselves. However, it's important to realize that classical programs can in fact have very different approaches. This is a clear evaluation of how Classical Cottage School excels above other classical homeschooling programs and why we think it is the best choice for classical homeschooling in this area.

Classical Subjects or Classical Methods?

As Dorothy Sayers, a colleague of J.R.R. Tolkien and C.S. Lewis, writes in her seminal essay about education: "*The sole true end of education is simply this; to teach men how to learn for themselves; and whatever instruction fails to do this is effort spent in vain.*" A true classical education gives a student the tools of learning, not through a superficial completion of subjects, but through the use of focused concentration on fewer subjects with the goal of developing essential skills. Few realize how significant a distinction exists between a program that *uses classical methods* and those programs that simply *offer classical subjects*. At C3, we do not attempt to cover 12 years of the various subjects taught in a typical school because we are not focusing on filling up our children with as much knowledge as possible. Our focus is on creating lifelong learners who are able to learn for themselves. With the skills developed through classical methods, students themselves are capable of filling in any "gaps" as they continue to grow and mature.

In modern education, we have put the proverbial cart before the horse by expecting students to grasp a great number of subjects before they have mastered the tools of learning. Rather, close study of Language/Literature, Latin and Logic, the core of our program, provides the tools a student needs to develop to be able to approach the task of mastering any particular subject, whether Scottish political history or carburetor maintenance. We believe this model is in perfect harmony with how God has equipped our children to learn. Classical teaching methodology changes as the child matures in order to accommodate the three major stages of a child's mental development; on the other hand, modern American education generally fails to make this distinction and uses the same methodology throughout a child's schooling.

At C3, we firmly believe that Language and Literature, Latin and Logic are more than subjects -- and that their deep study should be the core of any classical program. A program in which Latin is tacked on as an elective or for mere exposure is not a classical program the way Dorothy Sayers intended it. For example, the benefits of learning Latin extend far beyond language acquisition, study of ancient history and mastery of grammar. Through close study of Latin, students are being systematically trained to tackle any difficult subject matter. Much like mathematics, the in-depth study of Latin builds analytical skills that will serve as a foundation for all future learning. This is why advanced Latin students consistently score higher on SAT tests and in other academic areas. Those of us whose children have reached advanced levels of Latin cannot imagine accomplishing this without the tutelage of the nationally recognized, outstanding, and foundational teacher, Susan Schearer, who established our Latin program, designed our Latin curriculum, and trained a team of excellent Latin teachers.

When you choose to make Latin the core of your family's education in the late Grammar and early Logic stages, you will not have time for a lot of other "subjects"; in fact, there will be days when all you will be able to accomplish academically is a careful study of Latin and math, and that will be a job well done. However, this apparent lack of breadth should not concern you. International testing has repeatedly shown how American students score most highly in relation to other industrial countries while in the elementary years. A startling decline begins in about 4th grade and continues through high school. This alarming trend is not so difficult to understand. David Marsh, a professor at the University of Southern California Rossier School of Education, believes it is because we try to teach too many topics too quickly. Bruce Alberts, a former president of the National Academy of Sciences, ascribes the poor performance of American students to American curriculum being "...a mile wide and an inch deep." Simply stated, American schools have opted for a subject-filled curriculum that produces only superficial understanding and coverage, and lacks skill development. This lack of skill development begins to show as the students mature. As Martin Cothran of Highlands Latin School says, "Formal education should not merely introduce us to many things...which can by necessity lead only to superficial knowledge...but should encourage us to drink deeply at the springs of our culture. Much, not many." *Multum, non Multa.*

Grammar School Philosophy

One of the greatest challenges for families with young children embracing the classical approach is waiting for those Upper School core classes. We understand how eager parents are to begin a "serious" education with their young children; pressure from family and friends fuels the anxiety to make sure young children keep pace with the vast amount of subject trivia to which public-schooled children are exposed. However, we are firm believers in the Charlotte Mason/Bluedorn methodology of early education. The best education for young children is the reading of many good books. Reading, math, and moral training at home are excellent preparation for our Upper School core classes. Young students need a lot of time outside (4—6 hours daily, according to Charlotte Mason!) for nature exploration, creative play, reflection and refreshment.

It is admittedly hard to imagine that such a simple approach during the early years can result in a well-educated child, but after many years of working with homeschooling families, we now know of many who have followed this method, including some of the Bluedorn children (as related in *Trivium Pursuit*), and their accomplishments, character, and obvious capabilities are apt testimonials. Another consideration that is often overlooked is that material learned in the early years is typically forgotten by the middle school years, unless that material has context and persistent application. Susan Wise Bauer, while speaking about the teaching of science at a HEAV convention several years ago, cautioned parents against trying to force-feed facts and said that time spent before middle school trying to teach the scientific method is time wasted.

The same can be said of a subject that we all realize is crucial, but few feel competent to teach: writing. Parents often think that extensive preparatory work is needed for achievement in the Progymnasmata classes. If you want to see local examples proving that not to be the case, ask parents of Progymnasmata I students who have never received prior writing instruction to share their children's work with you. Children who work diligently at the Progym assignments show many years of skill improvement in a single year—and there are two years of this thorough instruction. If that is the case with a quality curriculum and no evidence of an advantage exists with children who have had previous instruction, why burden your child and yourself with early formal writing instruction? Time in

earlier years is much better spent reading and orally narrating the best of children's literature together to, as Andrew Pudewa of the Institute for Excellence in Writing recommends, establish templates of English well-written.

Workbooks and flashcards may have their place, but as an educational staple they rarely lead to long-term understanding and retention. The best learning occurs in context. Skill development, on the other hand, is permanent. The Grammar School years are the time to learn an instrument, a sport, or a new language. Read wonderful books about history and take field trips; explore books about science and go to museums; or plant and tend a garden. The books give the activities a meaningful framework and the activities give the information grounding in reality. Time at the grammar school stage is best spent exploring and playing in nature; save the heavy academics for later.

At Classical Cottage School we do not consider the Grammar School to be an “essential” part of a child’s homeschooling experience; rather, we approach our classes as enrichment courses which provide many benefits that are difficult to duplicate at home. For example, early exposure to foreign languages, opportunities for public speaking and recitation, small and large group discussion of classic literature, and the thrill of exploring history with other creative and enthusiastic young learners are worthy reasons to participate in a classroom experience. We have continued to expand our Grammar School course offerings to include science, art and musical education in an effort to balance a young student’s day with a variety of activities and movement. Yet with proper planning and dedication, many of the benefits of our courses could be achieved at home. Our engaging Grammar School courses are designed to complement the Upper School, but they are certainly not prerequisites.

We believe that during the Grammar School years, the best preparation for the classical core strands of the Upper School includes:

- the reading aloud of many good books, including historical biographies
- narration and discussion of “great books” and the ideas that they inspire
- plenty of hands-on experiences, field trips, and nature walks
- hours of free time and creative play DAILY
- daily moral training in the form of Bible readings and character stories
- short but daily math lessons
- copywork (for handwriting) of worthwhile poetry or literary excerpts
- opportunities for artistic creation and an appreciation of beautiful works
- music lessons and a home environment that encourages a love of music
- learning responsibility through caring for a pet, light chores, etc.

An excellent site to give you more ideas for how to structure your day for young students is [Trivium Pursuit.com](http://TriviumPursuit.com).

Of course, there are many more ways to nurture young children, and adding more activities to your child’s schedule is fine as long as you still have time for those essentials listed above. As parents, it is our job to protect our family time and create an environment where meaningful learning opportunities and relationships can flourish. How you balance your family’s time now will greatly affect the habits of your children as they mature. A busy, crowded family life that involves the constant packing up and movement of tired, reluctant children is not balanced homeschooling.

Furthermore, not only do young children need free time—older children should likewise have plenty of time to contemplate. If you do not have long blocks of time at home to read, rest, or take a walk, then we urge you to reevaluate your family’s priorities. Please choose your children’s activities wisely, and make sure that you do not fall prey to modern society’s idea of what children need. They don’t “need it all”, nor is it healthy for them to have or expect it all. The mottoes “less is more” or “much, not many” can apply to all areas of our lives. It is key to cherish this time at home with our younger children; they mature so quickly and their academic requirements in high school place so many more constraints on time and energy. Those of us with children in high school look back and realize how precious that freedom was to simply enjoy the family and nurture its development.

A Comparison of Upper School Curricula

In order to develop the skills of Language/Literature, Latin and Logic the C3 Upper School curriculum has three core strands, five and six years in length. The question to ask of a classical program is how well their diligent students are learning and applying these core skills. It is these core skills, rather than a simple exposure to classical subjects, that distinguishes the classical approach from the American methods of the past 50+ years.

Latin

Advanced achievement in Latin cuts in half the efforts for other studies such as modern languages, A.P. (Advanced Placement) Government, Ancient History, and A.P. English Literature, to name the more common applications for high school coursework. As proof of their achievements, our Latin students of every level have done phenomenally well in a wide variety of competitions. An astonishingly high percentage of our students excel at individual competitions such as: the National Latin Exam; the National Mythology Exam; the Medusa Mythology exam; The National Etymology Exam and the Classical Association of Virginia exam. Those successes — in addition to our students’ high achievements at group academic competitions such as: the Virginia Junior Classical League (VJCL) annual convention; the National Junior Classical League (NJCL) annual convention and VJCL certamen (a Latin team competition) — have led to C3’s excellent reputation at the state and national levels. How can that be explained other than by excellence of teaching and of method, particularly when our students meet with their teachers only once a week? It also illuminates why our requirement is that a parent join their student in learning Latin through at least Latin III. The parent is able to intelligently continue the daily instruction well delineated in the syllabus. Mothers (and some fathers) can master Latin along with their child and that informed effort propels our students to the success they enjoy within the walls of C3 and outside among state and national Latin scholars.

Logic

A classical education revolves around words. The Aristotelian logic that we use involves the four most basic verbal communication arts: reading, writing, listening, and speaking. Modern logic has abandoned this methodology, replacing word-driven logic with a mathematically-based, symbolic approach. The abstractness of an emphasis on symbolic logic makes it far too challenging for a parent without a heavy math/science background to teach successfully—yet the biggest problem is that such an approach leaves one wondering how this type of logic applies to daily life. The tool of verbal logic, the basis of advanced discourse, is therefore never fully developed. Through extensive research and consultation with other schools, we chose the Martin Cothran formal logic texts and the *Socratic Logic* text by Peter Kreeft because of their thorough and accessible presentations of verbal formal and material logic. Student comprehension and achievement have been excellent in our two-year Logic course and there is no need for parental involvement for students who are ready for this stage of

learning. Logic centered in verbal discourse is the tool our children most need; the ability to read an essay, hear a speech or engage in a discussion and evaluate the structure and soundness of the ideas presented is this essential tool that most children never develop. From the idea of His Son as the Word of God to our created image, the word is foundational to our being and what He intends for us to be. A true classical education seeks to lay that foundation by carefully developing the tool of verbal logic.

Language and Literature Skills

a) Progymnasmata/Writing

We believe that the best way to develop higher order skills is to focus on the skills systematically, using the classical method. That is why we have a two-year Progymnasmata classical writing curriculum (far and away the best writing curriculum our writing teacher, who has specialized in teaching writing for over 35 years, has seen) to carefully build writing skills through twelve different genres of writing. Not only do the tools students gain from this study enable them to write well, they also take students' reading comprehension to a new level and advance a deep awareness of how language works. These skills are reinforced and developed by the six-year Omnibus writing component and the Rhetoric class. Such an emphasis on the skills of writing is unique and not limited to a liberal arts education, but certainly foundational to one. We think it is essential to fully develop a student's ability to understand, conceive and express ideas.

b) Omnibus/Literature & History

Our six year long Omnibus literature study presents masterpieces of Western literature chronologically and in historical context, focusing on a manageable number of seminal works at length each year to develop ever deepening understanding and appreciation for the best and most noble ideas of Western civilization. The Paideia discussion method used in Omnibus (as well as in several of our Upper School courses) was developed in the early 1900's by the Great Books Program at the University of Chicago and models inductive thinking and skills of analytical discourse—and the students enjoy it immensely, despite the challenge!

While memorizing historical facts is a necessary part of understanding the complex puzzle that is history, ever deepening study of the chronology of cultures and ideas is the way for those facts to be meaningful. That's why we have arranged Upper School courses that pertain to the history of Western Civilization (Omnibus, World History, European History, Art History, and Philosophy) to be loosely synchronized so students can discuss and compare these ideas thoroughly in their proper context. The professionals who teach these courses are specialists who love their field enough to continue to research and teach it for many decades. Students are blessed by learning from such motivating and effective teachers.

An important consideration for college bound students is the need for objective validation of achievement. Colleges value such measurements as the Classic Learning Test (CLT), SAT and Advanced Placement exams as a demonstration of educational rigor, and will often award advanced standing or college credit for high scores, not to mention scholarships. Classical Cottage Consortium students have achieved top grades in a variety of Advanced Placement exams. Courses such as Omnibus, Rhetoric, European History, Art History, American History, Latin Literature and U.S. Government will provide a solid foundation from which students can prepare for A.P. exams and we highly recommend the positive effects such efforts engender.

c) Rhetoric

Rhetoric is the art and science of persuasion; this can be interpreted from the standpoint of the speaker/writer or from the perspective of the audience. Few of us have had much exposure to rhetoric, and it is certainly not a field that is developed by anything short of a full classical method, yet it is an essential part of understanding the world around us and how to affect it. Rightfully, Rhetoric is the culmination of the C3 writing/logic strand, blending students' carefully trained skills into a powerful tool of expression and analysis. C3I uses Edward Corbett's edition of Aristotle's *Rhetoric and Poetics*. Both Corbett and Aristotle are the esteemed masters of this field. Those who haven't had the prerequisite Progymnasmata I & II and Logic I & II courses would simply be overwhelmed and lost by the technical nature of this class; however, those who've been given the gift of acquiring the tools of rhetoric will never read, write, or present a speech in the same way again.

Not to be underestimated, such a solid critical foundation of these three core strands enables our students to launch into advanced collegiate coursework and branch into various interests of study beyond the Western canon, some choosing more varied cultural histories of study while others delve deeply into sciences, all meeting great success because of the effects of strong classical training on their naturally inquisitive minds.

Math and Science

We have seen that a one-hour-per-week math class with students checking their own work is not nearly sufficient. Many groups have tried that; even with an experienced math teacher, limited success is the norm using that time-restricted format. C3 math classes entail two days of instruction: in person classes on Fridays and a second, online class mid-week for high school students to benefit from a combined three hours of class instruction. This allows teachers to double critical lecture and question time for math skill development and gives students the benefit of extended models of problem-solving. Coupled with accountability through weekly quizzes and tests, this format focuses on an understanding of math concepts, thereby enhancing long term achievement. In line with our recognition of the benefits students receive from advanced studies, we offer a four-year math sequence that uses these techniques to structure for success: Algebra I, Geometry, Algebra II, Pre-Calculus/Trigonometry. This particular math progression will enable high school freshmen and sophomores to prepare for the PSAT and SAT math tests, which focus on Algebra I and Geometry.

As long term educators, we have focused on designing these core classes, doing the liberal arts classes well rather than trying to cover all high school subjects with lesser quality was a priority for us in our initial years with homeschooling classes. As the teaching of liberal arts skills develop over many years, we decided that a second day of classes is needed to focus on a complete course of math studies as well as a full offering of science courses with laboratory experiences. Additionally, a high school level science class should include laboratory work, which entails an extended class period. When the decision was made to offer a second day of classes on Fridays to our schedule, we began to offer a series of high school level science courses: Biology, Anatomy & Physiology, Chemistry and Physics. Taught by experienced science teachers, this option serves an important need for students planning to apply to a four-year college.

Details on all high school level courses, please see the Four Year Sequence file for individual planning purposes as most courses are offered in alternating years. We will make every effort to adhere to that document so that families can make long-term plans for middle and high school aged students.

Balancing Your Time

Prior to the creation of supportive educational programs, historically few families persisted with homeschooling through the high school years. A major problem is burnout; certain curricula and methods lead families to think they need to cover all the bases and cram in as much as possible. The other reason is the challenge of teaching at the high school level. That's why experienced teachers who have been respected specialists in their fields for many years are such a boon and can successfully apply the classical model in their fields.

While the majority of students at C3 achieve at levels beyond their years, the number one reason that Upper School students would fail to succeed in our program is either under or over commitment; either way, such students are not putting in the focused time necessary to work on these skills. Additionally, parents who understand and embrace our philosophy are better able to help their student structure their time to support mutually agreed upon goals. Our Upper School core classes are not electives but require a student's full effort and attention. That is why every year we will stand before our families at the Orientation meeting and exhort them not to take on too many additional outside courses and activities. Finally, we urge you not to miss out on the joys of homeschooling and the benefits of classical learning by cramming your schedules so full of "good" things that you miss out on what we consider to be the "best" for a child's education.

At C3, the teachers in the Upper School spend countless hours weekly deepening their own considerable skills and preparing for class in order to make the most of that weekly hour of instruction. We adhere to a program of classical skill development, skills few American adults were able to learn in our subject-saturated education—and therefore few understand. Mastery of these core skills equips our children to understand the world of ideas. Not only are children thus equipped to appreciate the noblest ideas that Western civilization has developed, they are also armed to defend their faith and freedom in a culture that attacks them with ideas and words that are contrary to God's Word. May God richly bless you as you train up these precious gifts from Him!

Our hope is that you will make prayerful decisions for your family based on an informed understanding of the inherent differences in method and quality among the many options available to homeschoolers today. It is hard to understand the long-term ramifications when one is first entering the field; look very carefully at upper level materials in particular. Do the detailed course descriptions sound well designed? Have you talked to parents of high school students to see the long term results? A program purporting to be a classical program may just be "a mile wide and an inch deep" in that it neglects careful skill development, and therefore falls far short of the educational results you're hoping to have for your children.