

# History of and Need for Classical Education

Christopher A. Perrin, M.Div., Ph.D.

# Why Have We Returned to CE?



# Why Have We Returned to It?

- Concern and love for our children
- We were tired of watching our children walk off the cliff, following others walking off the cliff

# The Importance of Recovering It

- What did Christians used to do to educate their children? How did they do it so well?
- Could we do it again?
- Sometimes when we have lost our way going forward, we should go HOME.
- If we don't recover it our children, will continue to walk off the cliff



# Implementing It Well—Why and How?

- Learn from the past 40 years of the renewal
- Learn from our mistakes!
- Put your self on a 5-6 year plan
- Get better slowly. Like learning a new language
- It is not like changing a brand

# Building the Bridge Back





## **Lessons Learned: 40 Years of Renewing Classical Education in America**

**This Slide Deck is Available at:**  
**[ClassicalU.com/Lecture-Hall](http://ClassicalU.com/Lecture-Hall)**



# Mini-Course on Classical Education in Africa



[Subscribe](#) [Courses ▾](#) [About ▾](#) [Resources ▾](#)

## THE RECOVERY OF CLASSICAL EDUCATION IN AFRICA: REPORTS, CONVERSATIONS, AND PRESENTATIONS

---

WITH KAREN ELLIOT AND ERICA ROBERTSON  
OF THE RAFIKI FOUNDATION

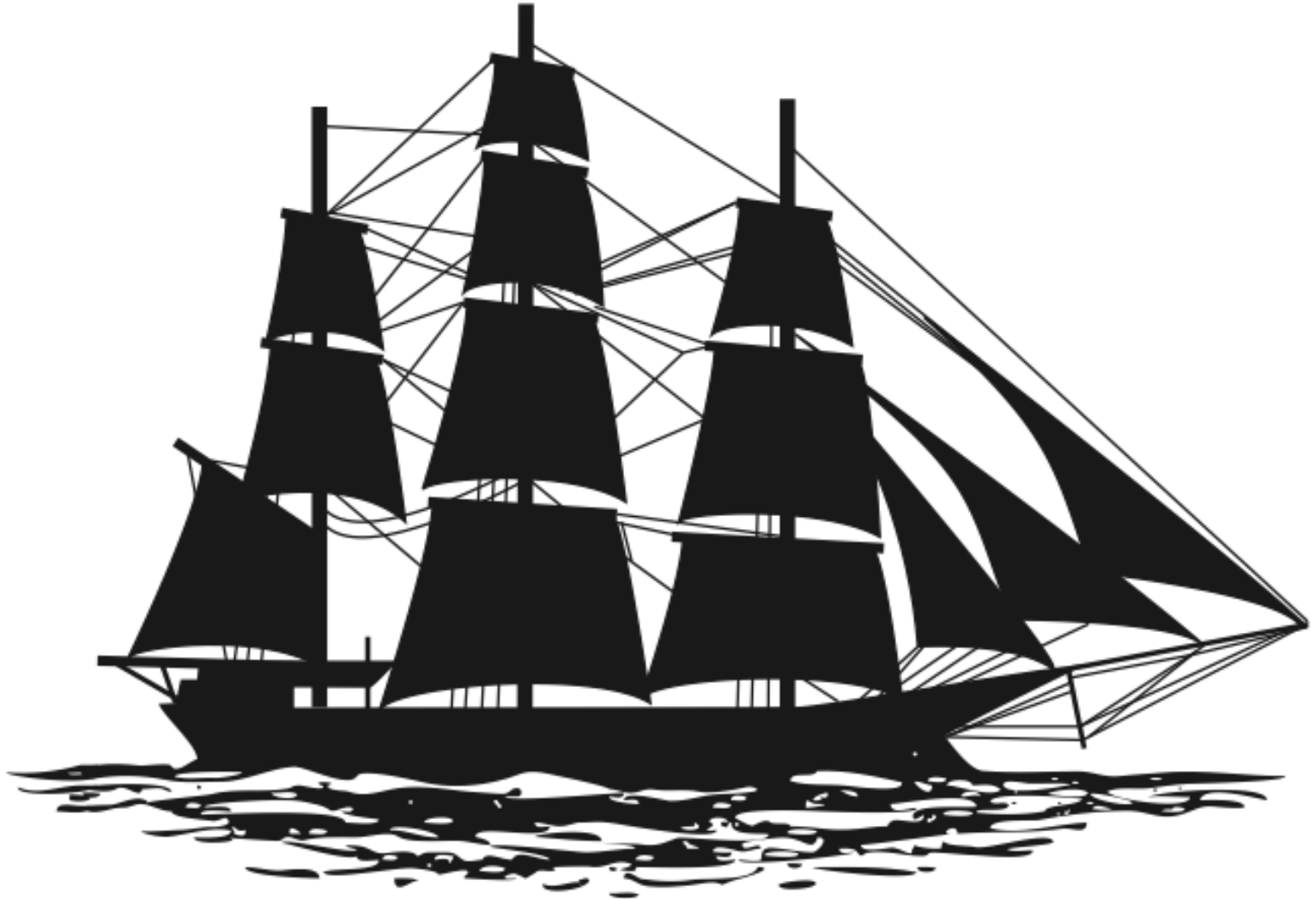


# THE PAST

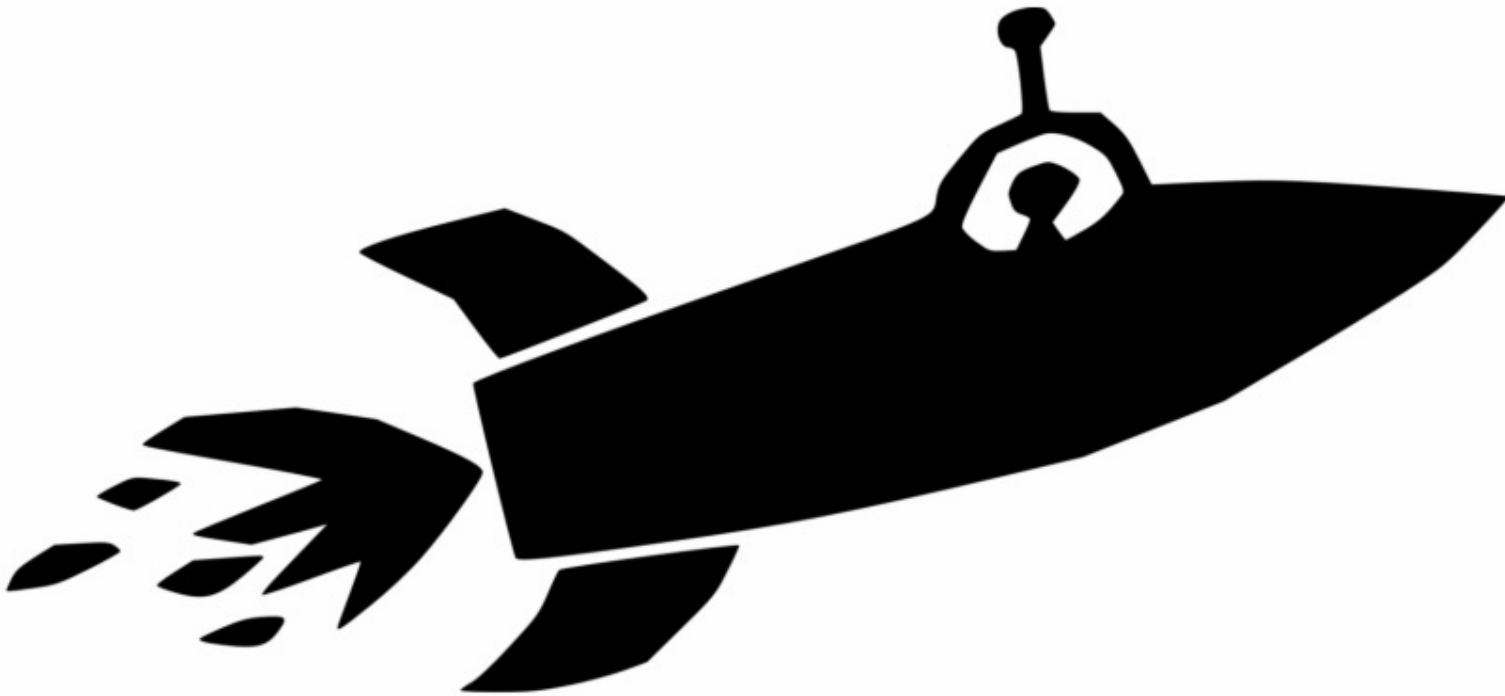


# Classical Education in 1890

---



# Progressive Education



# Rebuilding



# Rebuilding What?



# Rebuilding What?

*Beginning in wonder, classical Christian education nurtures the intellectual, moral, aesthetic, spiritual, and physical capacities of students with a rich and ordered course of study, grounded in the traditional seven liberal arts\* and leading through\* language, literature, history, mathematics, natural sciences, fine arts, and philosophy.*



# Rebuilding What?

*Premised on the pursuit of truth, goodness, and beauty, and governed by the lordship of Jesus Christ the Logos, classical education aspires to transmit our inherited ecclesiastical and cultural endowment of wisdom, virtue and excellence to successive generations, thus cultivating virtuous neighbors and citizens.*





# Rebuilding What?

*CCE is education is the transformed inheritance of the Greeks and the Romans into the culture of the church, that was developed by the church, grounded in piety, and governed by theology, employing the historic curriculum and pedagogy of the seven liberal arts in order to cultivate men and women characterized by wisdom, virtue, and eloquence.*



# Rebuilding What?

*Classical education is the pursuit of wisdom and virtue by means of a rich and ordered course of study grounded in the liberal arts tradition.*



# Rebuilding What?

*The liberal arts and the great books.*

# **CURRENT STATUS**

# Three Periods of Renewal

Truth  
Goodness  
Beauty

**Truth: 1980-2000**

**Goodness: 2000-2010**

**Beauty: 2010-2020**



# Initial Fruit



# St. Constantine School





# The Ambrose School



# Covenant Christian Academy, PA





# Veritas School, Richmond, VA



# New Covenant Schools, VA





# Geneva Classical Academy, FL

Geneva  
CLASSICAL ACADEMY

[ABOUT US](#)

[ACADEMICS](#)

[ADMISSIONS](#)

[ADVANCEMENT](#)



VIR•TUS (N.): GOODNESS, EXCELLENCE, COURAGE



# Philadelphia Classical School



[Events](#) | [Visit](#) | [Apply](#) | [Blog](#) | [Cart](#) | [Store](#) [f](#) [t](#) [i](#)

[WHY PCS?](#)

[ADMISSION](#)

[SUPPORT](#)

[CONTACT](#)

[CURRENT STUDENTS](#)

Nurturing students to love the good,  
the true, and the beautiful.

[APPLY TODAY](#)





# Cambridge School of San Diego





# Initial Fruit

- 300 ACCS schools
- 200 Catholic classical schools
- 30 Lutheran classical schools
- 100 Hybrid schools
- 200 charter schools
- 200 miscellaneous schools
- 3000 homeschool co-operatives
- College professors discovering these students
- 150 colleges



# Initial Fruit

Cardus Study: Good Soil Report

<https://www.classicaldifference.com/good-soil/>

## GOOD SOIL

A COMPARATIVE VIEW

Watch Video

### 7 LIFE OUTCOMES OF ACCS ALUMNI



2018-19 COMPARATIVE STUDY OF 24-42 YEAR OLD ALUMNI FROM PUBLIC, SECULAR PRIVATE, CATHOLIC, EVANGELICAL CHRISTIAN, RELIGIOUS HOMESCHOOL, AND ACCS (CLASSICAL CHRISTIAN) SCHOOLS, ON TOPICS OF LIFE-CHOICES, PREPARATION, ATTITUDES, VALUES, OPINIONS, AND PRACTICES.

This research seems to confirm what history has repeatedly demonstrated—classical Christian education can influence the course of a home, a community, or a nation. Understandably, some will view the results of this survey skeptically because of the significant differences between classical Christian schools and the others surveyed. These results can be understood more fully by visiting the ACCS schools themselves.

Learn More >

Survey Updates

Find a School



# Most Read Article of 2019

Dr. Louis Markos in *Christianity Today*



# Keep Building the Bridge





# **For Children and Church**

- Christopher A. Perrin, M.Div., PhD





# **For Children and Church**

- Christopher A. Perrin, M.Div., PhD



# **For Children and Church**

- Christopher A. Perrin, M.Div., PhD

# **For Children and Church**

Christopher A. Perrin  
M.Div., PhD



In the essentials unity  
In the non-essentials liberty  
In all things charity

--Augustine



## NICENE CREED

I believe in one God, the Father almighty,  
maker of heaven and earth,  
of all things visible and invisible.

I believe in one Lord Jesus Christ,  
the Only Begotten Son of God,  
born of the Father before all ages.  
God from God, Light from Light,  
true God from true God,  
begotten, not made, consubstantial with the Father;  
through Him all things were made.  
For us men and for our salvation  
He came down from heaven,  
*and by the Holy Spirit was incarnate of the Virgin  
Mary, and became Man.*

For our sake He was crucified under Pontius Pilate,  
He suffered death and was buried,  
and rose again on the third day  
in accordance with the Scriptures.  
He ascended into heaven and is seated at the right  
hand of the Father. He will come again in glory  
to judge the living and the dead  
and His kingdom will have no end.

I believe in the Holy Spirit, the Lord, the giver of life,  
who proceeds from the Father and the Son,  
who with the Father and the Son is adored and  
glorified, who has spoken through the prophets.

I believe in one holy, catholic and apostolic Church.  
I confess one Baptism for the forgiveness  
of sins and I look forward to the resurrection of the  
dead and the life of the world to come. *Amen.*

The Love of Children....

....Unites

# Friendship

- What makes for a friend?















# Going Forward

- We are not starting *de novo*
- Every point in time was the most current time
- Each generation was looking back, assessing its own cultural inheritance
- Series of appropriations, syntheses, innovations, creations and cultivations



# **I. What It Is**

**I. What It Is**

**II. Why We Do It**

**I. What It Is**

**II. Why We Do It**

**III. The Ways We Are Doing It**

**I. What It Is**

**II. Why We Do It**

**III. The Ways We Are Doing It**

**Throughout: Common Ancestry**

# I. What It Is

- Renewal and recovery of the ancient and medieval church with its philosophy and practice of education



# I. What It Is

- Renewal and recovery of the ancient medieval church with its philosophy and practice of education
- Renewal of Culture

# I. What It Is

- Renewal and recovery of the ancient medieval church with its philosophy and practice of education
- Renewal of Culture
- Renewal of a Common Tradition

# I. What It Is

- Renewal and recovery of the ancient medieval church with its philosophy and practice of education
- Renewal of Culture
- Renewal of a Common Tradition
- What It Is Not: Political Activism

# Common Tradition: Ecumenical

- The meaning of ***ecumenical***
- ***Oikos*** (household, dwelling, habitation).  
Economy.
- ***Oikein***: to inhabit
- ***Oikoumenikos / oecumenicus***
- ***He oikoumene ge*** (the inhabited world—as known to the Greeks)

# Common Tradition: Ecumenical

- general; universal.

# Common Tradition: Ecumenical

- general; universal.
- pertaining to the whole Christian church.



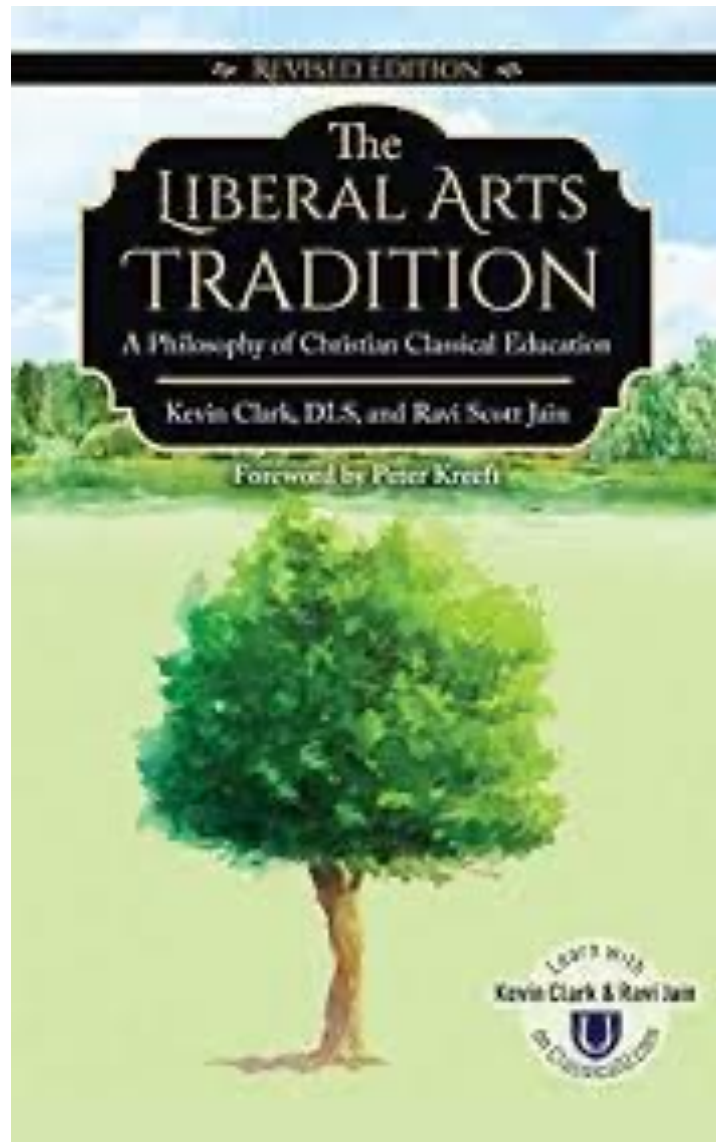
# Common Tradition: Ecumenical

- general; universal.
- pertaining to the whole Christian church.
- promoting or fostering Christian unity throughout the world.

# Common Tradition: Ecumenical

- general; universal.
- pertaining to the whole Christian church.
- promoting or fostering Christian unity throughout the world.
- Seven ecumenical councils

# Philosophy of Classical Education









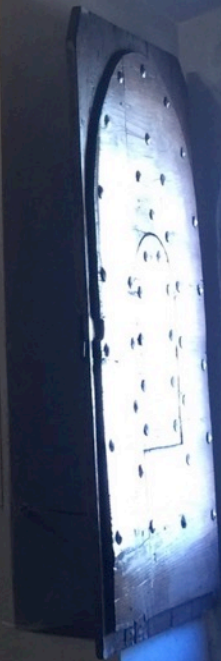




















In tribus

est locus

iste hic domus de

est et porta celi

et vocabitur in la

da alle lu na.

**Q**uam dilecta

tabernacula tua domine

ut tuum concupiscit et de

ficit anima mea in astra





I medio eccle  
sic aperuit os  
cuis et imple  
uit eum do  
minus spiritu sapien  
tie et intellectus sto

la glorie induit eum.  
Alleluia alleluia  
ra. alleluia. **I**o  
conditatem et exultatio  
nem thesaurizavit super  
eum. Gloria. cronic.

*Top:*  
*ref.*

*.xlviij.*













# Common Ancestry: **Monastic**

- Augustine
- Benedict
- Hugh of St. Victor





# Common Ancestry: **Monastic**

- Augustine
- Benedict
- Hugh of St. Victor
- “grammar”



# Common Ancestry: **Monastic**

- Augustine
- Benedict
- Hugh of St. Victor
- “grammar”
- The Hours





# Common Ancestry: **Monastic**

- Augustine
- Benedict
- Hugh of St. Victor
- “grammar”
- The Hours
- *Lectio Divina*



# Common Ancestry: **Monastic**

- Augustine
- Benedict
- Hugh of St. Victor
- “grammar”
- The Hours
- Lectio divina
- Floralegium



# Common Ancestry: **Monastic**

- Augustine
- Benedict
- Hugh of St. Victor
- “grammar”
- The Hours
- Lectio divina
- Floralegium
- Liturgy



# Common Ancestry: **Monastic**

- Augustine
- Benedict
- Hugh of St. Victor
- “grammar”
- The Hours
- Lectio divina
- Floralegium
- Liturgy
- Culture making



# Common Ancestry: Monastic

- Augustine
- Benedict
- Hugh of St. Victor
- “grammar”
- The Hours
- Lectio divina
- Floralegium
- Liturgy
- Culture making
- Embodied learning





# Common Ancestry: **Medieval**

- Dominic
- Aquinas

# Common Ancestry: **Medieval**

- Dominic
- Aquinas
- Renewal of logic, reason, clarity
- Dialectic

# Common Ancestry: **Medieval**

- Dominic
- Aquinas
- Renewal of logic, reason, clarity
- Dialectic
- *Disputatio*
- *Ratio Studiorum* of the Jesuits (Counter Ref)

# Common Ancestry: **Protestant**

- Melanchthon
- Johann Sturm
- Comenius

# Common Ancestry: **Protestant**

- Melanchthon
- Johann Sturm
- Comenius
- Puritans
- Charlotte Mason
- Dunbar School in D.C.
- C. S. Lewis



# What Is It? Cultivation of Humanity

- What is a human?
- Cultivation of affections, virtue



# What Is It? Ordered Harmony

- *Ordiri*: Weave, row of threads in a loom
- Rightly order the city, the church, the school
- Rightly order the soul
- Ordered Loves / *Ordo Amoris*





# Augustine

- But living a just and holy life requires one to be capable of an objective and impartial evaluation of things: to love things, that is to say, in the right order, so that you do not love what is not to be loved, or fail to love what is to be loved, or have a greater love for what should be loved less, or an equal love for things that should be loved less or more, or a lesser or greater love for things that should be loved equally. (*On Christian Doctrine*, I.27-28)

# What It Is—A Definition

CCE is a **traditional** approach to education rooted in western civilization and culture, developed by the church, grounded in piety and governed by theology, employing the historic curriculum and **pedagogy** of the seven **liberal arts** in order to **cultivate** men and women characterized by **wisdom, virtue and eloquence.**

**Who:  
Student**

Soul-Focused

Embodied

Scholē  
Leisure

**What:  
Curriculum**

Seven  
Liberal  
Arts

Pedagogy

Great  
Ideas

**Where:  
School  
Community**

Community  
Paideia

Ecclesial

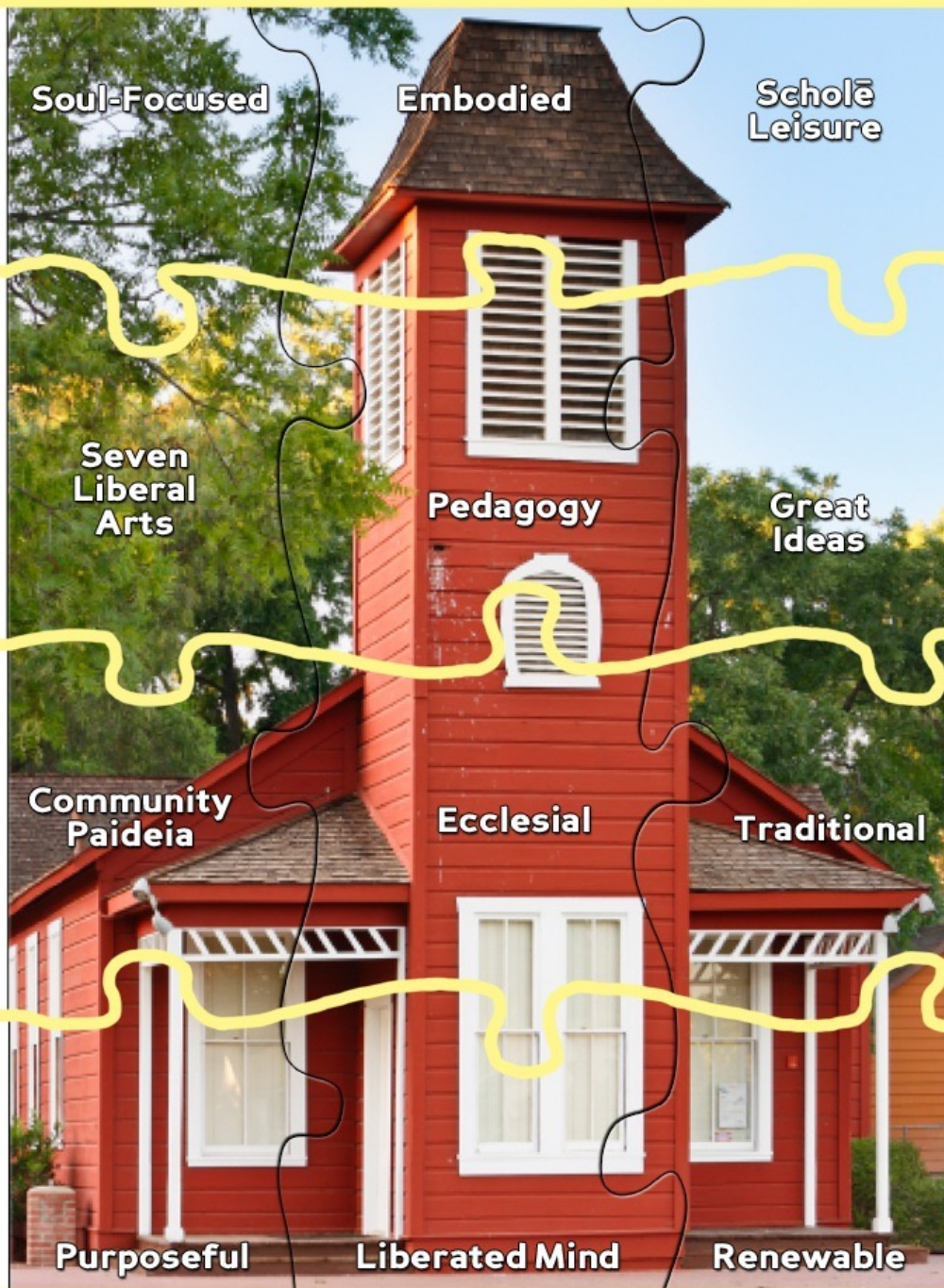
Traditional

**Why:  
The World**

Purposeful

Liberated Mind

Renewable





**Who:  
Student**

Child-Centered

Entertained  
& Amused

Activity  
& Anxiety

**What:  
Curriculum**

Utilitarian  
Curriculum

Quantified-  
Testable

Contemporary  
Ideas

**Where:  
School  
Community**

Popular  
Youth Culture

Secular

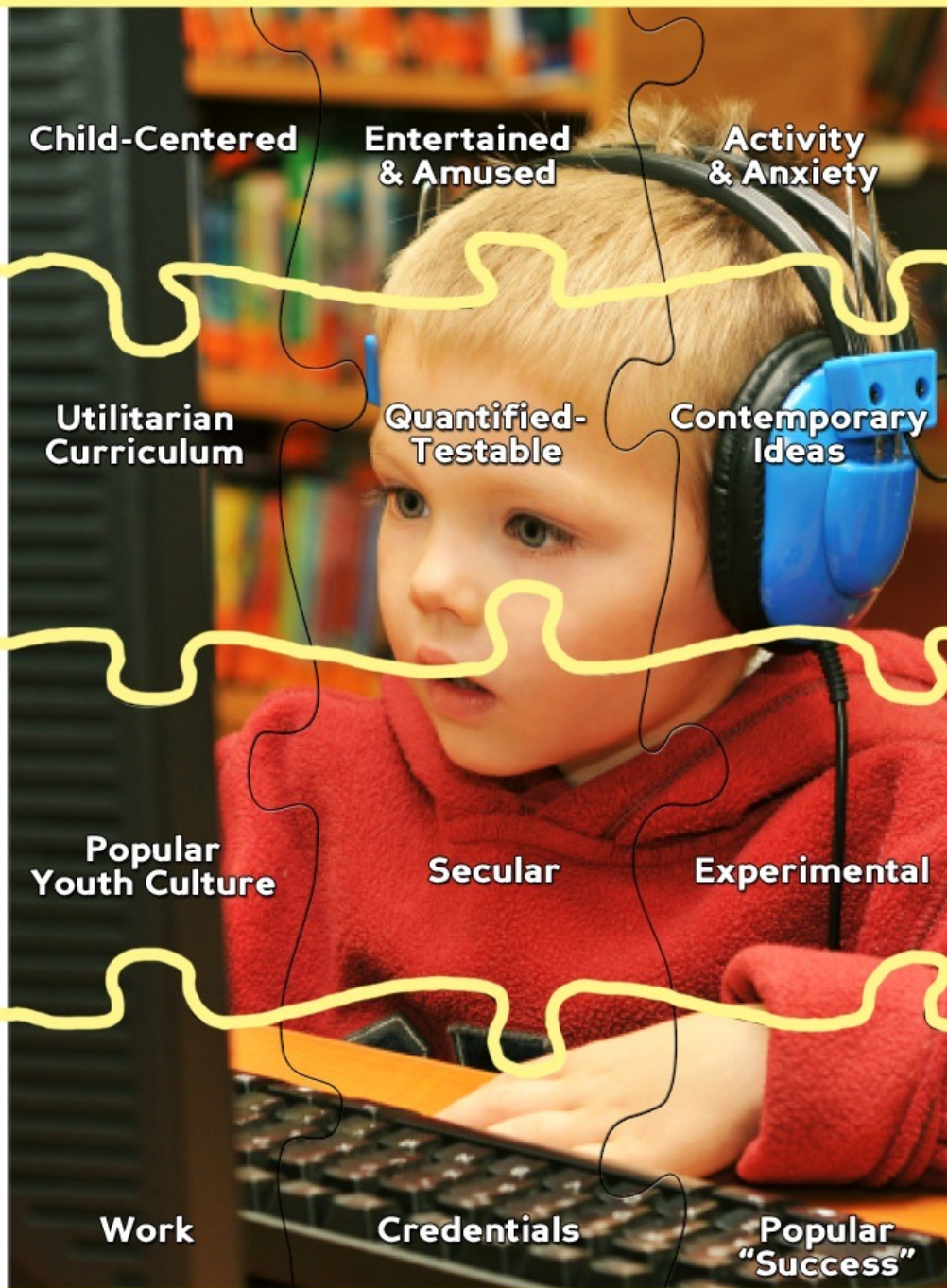
Experimental

**Why:  
The World**

Work

Credentials

Popular  
"Success"



## II. Why We Do It

- To recover our calling to raise up our children in the nurture and discipline of the Lord.  
(Ephesian 6:4)

## II. Why We Do It

- To recover our calling to raise up our children in the nurture and discipline of the Lord.  
(Ephesian 6:4)
- To recover a Christian *paideia*

## II. Why We Do It

- To recover our calling to raise up our children in the nurture and discipline of the Lord.  
(Ephesian 6:4)
- To recover a Christian *paideia*
- To know our family, to know ourselves



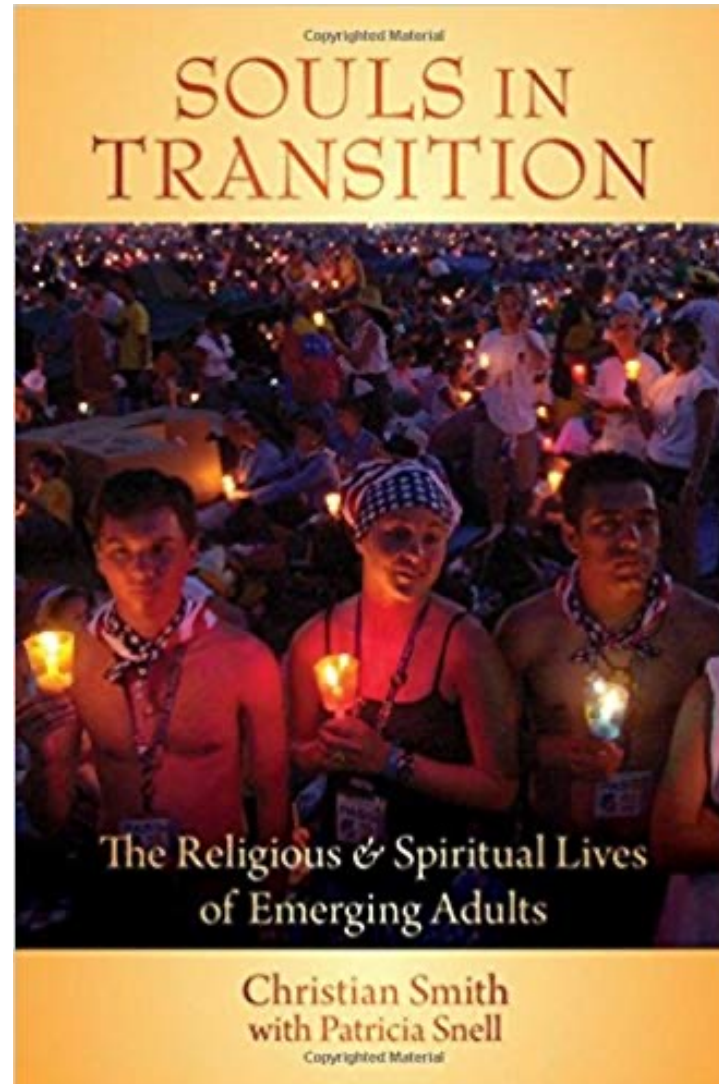
## II. Why We Do It

- To recover our calling to raise up our children in the nurture and discipline of the Lord.  
(Ephesian 6:4)
- To recover a Christian *paideia*
- To know our family, to know ourselves
- To reunite with our family: family reunion

# Tired of the Carnival Ride



# Tired of the Carnage



# Truth Attracts and Unites

- We are drawn to what is true, good, and beautiful
- These ideas about what a human being is, about how human beings flourish...are true.
- The ideas are also beautiful





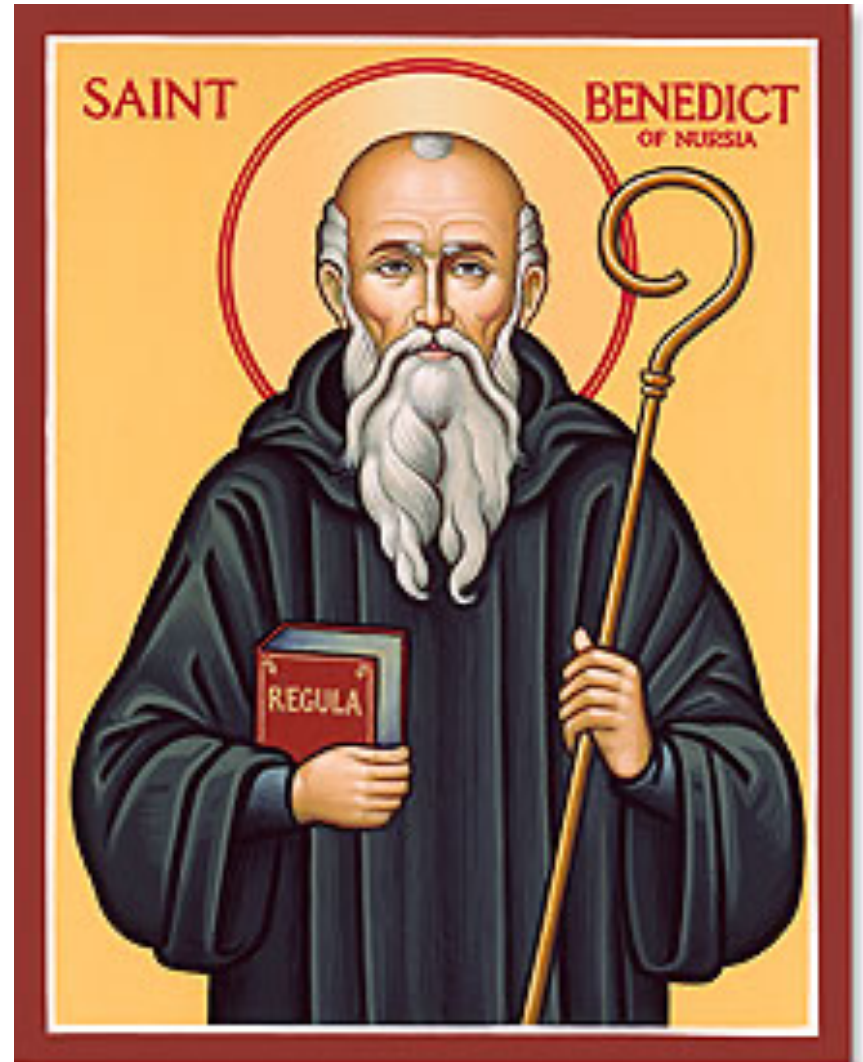
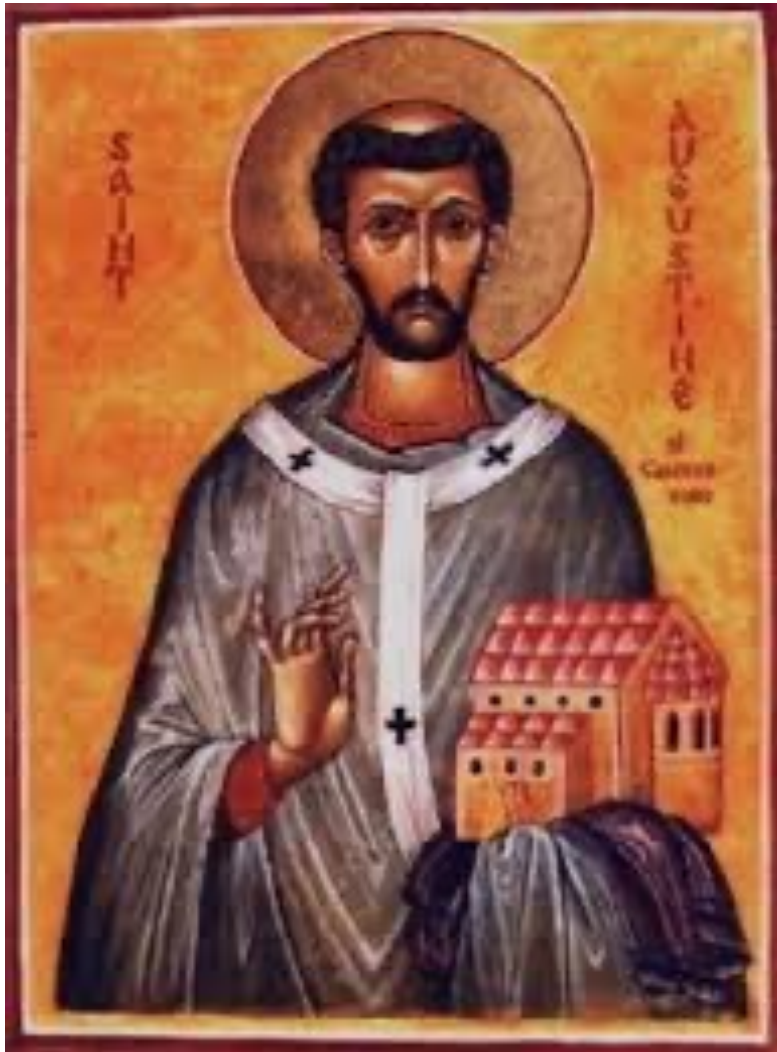
# Children Need *Paideia*

- What project is more important than our children?
- A Christian paideia is the cultivation of souls.
- Paul in Eph. 6:4 *ektrephete auta en paideia kai nouthesia kouriou*.
- **360** degree education

# What Is It? A Beautiful, Ordered Education



# Common Ancestry









# MARTHA

## *Vita Activa*

Active Benevolence

Righteous Business: The Obligation  
of Charity

Orientation toward the Necessities  
of the Present Life

“Under the Sun”

# MARY

## *Vita Contemplativa*

Diligent Searching for Truth

Leisure for the Perception and  
Contemplation of Truth

Orientation toward the Eternal

“In Heaven”

We shall see  
We shall love  
We shall praise

# Common Ancestry





# The Four Cardinal Virtues

*Why four?*

1. Good that exists by the act of reason: **Prudence**
2. Good put into order in operations: **Justice**
3. Good imposed into order by curbing passions: **Temperance**
4. Good imposed into order by strengthening against fear: **Fortitude**

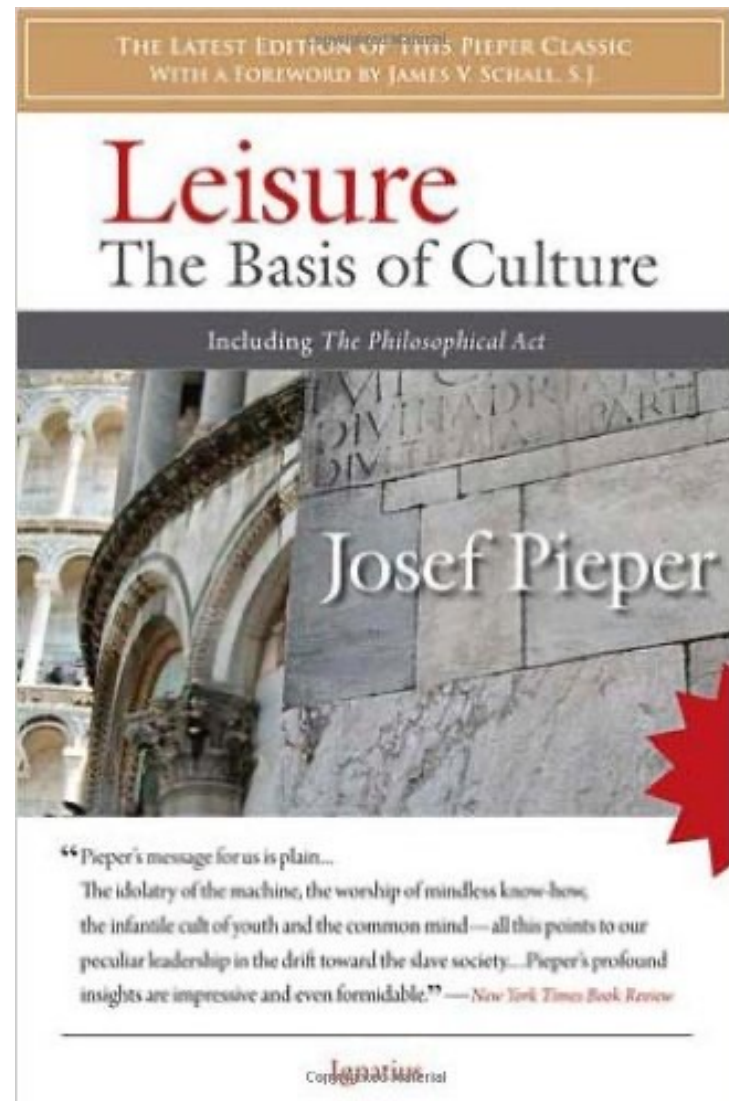
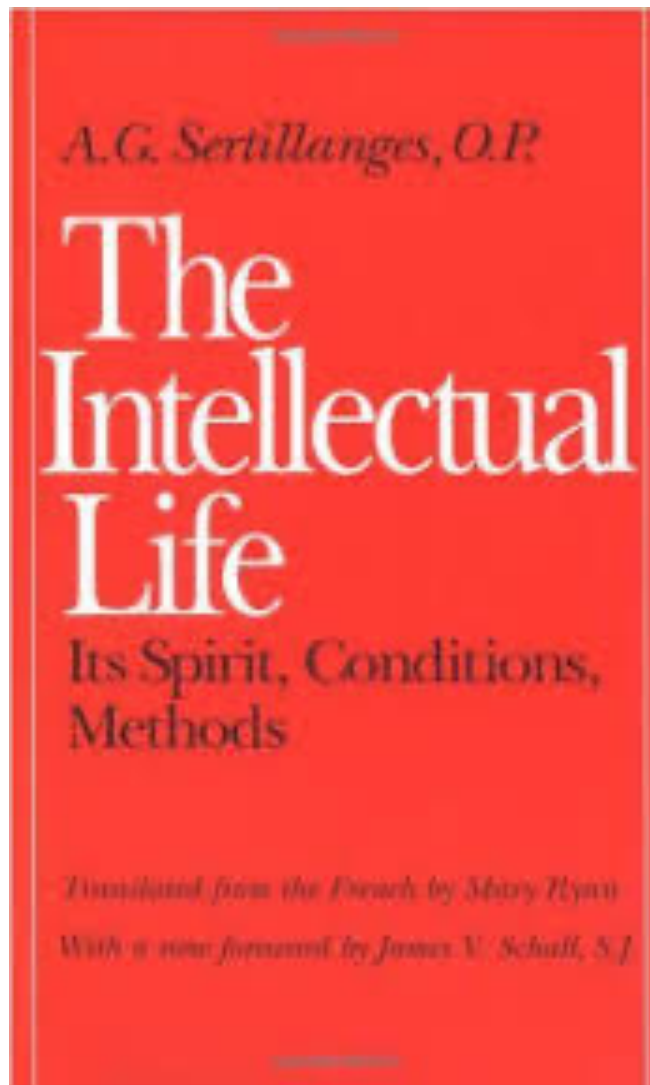


# Common Ancestry





# Common Ancestry





# *Josef Pieper*

Powerful renewal of *scholé*

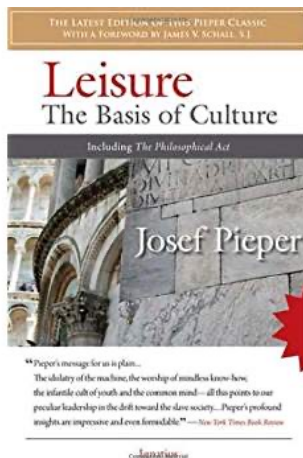
Attitude and disposition of the soul

Total world of work versus **scholé**

Writing in the aftermath of WWII in Germany

Two conditions for perceiving TGB:

1. Attitude of receptive openness and attentive silence
2. The ability to celebrate a feast



*Published 1952*



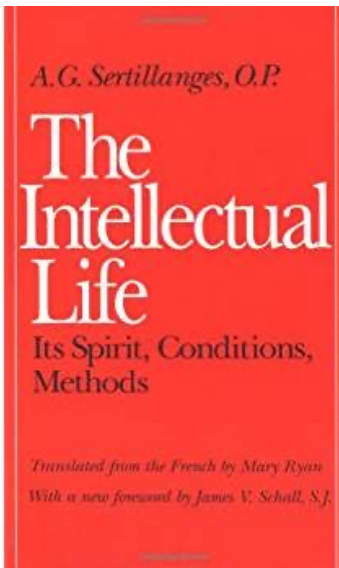
# *A.G. Sertillanges*

Every intellectual work begins with  
a moment of ecstasy

Study is a prayer to the truth

Prepare for yourself a zone of silence

Two hours a day



*Published 1946*

# Wonder to Wisdom



- Does it cultivate wonder?
- Does it lead children to worship?
- Does it lead children to wisdom?
- Does it lead children to servant-like work?



# Stages of Learning: W-W-W

Awe, Curiosity

Admiration,  
Praise

Growing  
understanding

Wonder



Worship



Wisdom



# Stages of Learning: W-W-W-W

Awe, Curiosity

Admiration,  
Praise

Growing  
understanding

Grateful  
service

**Wonder**



**Worship**

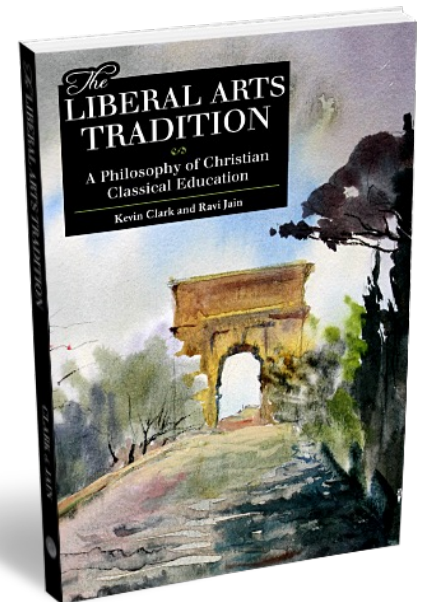


**Wisdom**

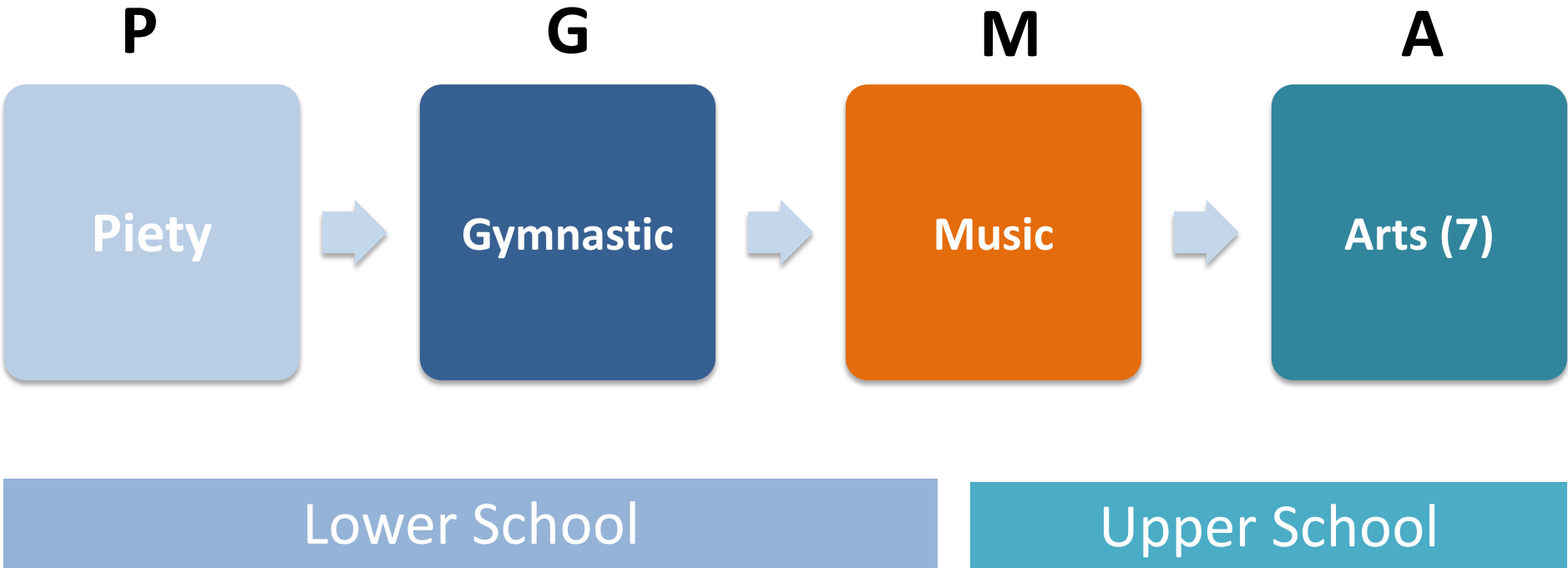
**Work**

# PGMAPT

- **P**iety
- **G**ymnastic
- **M**usic (**MUSE**-ical Education)
- **A**rts (Seven Liberal Arts)
- **P**hilosophy
- **T**heology



# PGMAPT



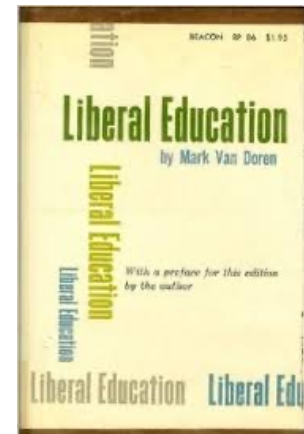
*See The Liberal Arts Tradition: A Philosophy of Christian Classical Education*



# Common Ancestry: Mark Van Doren



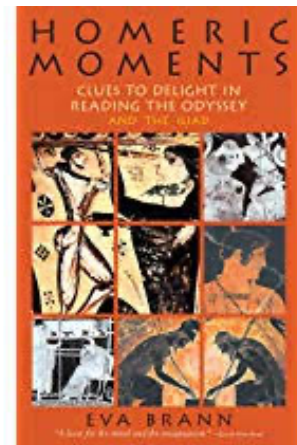
- 1894-1972
- Professor at Columbia U.
- Pulitzer Prize for his *Collected Poems* in 1940



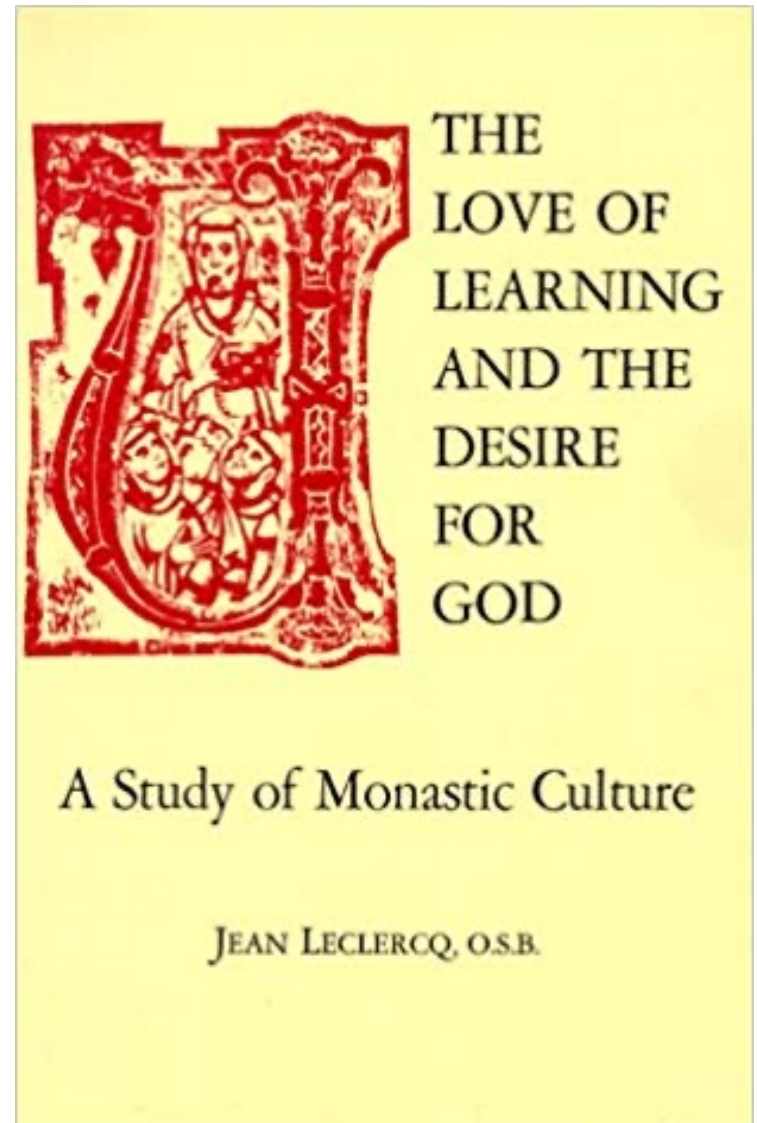
# Common Ancestry: Eva Brann



- 1929--
- Tutor and Dean at St. Johns College
- Homeric Scholar
- *Reading Homer*



# Common Ancestry



# John Henry Newman (1801-90)



*The Idea of a University, 1852*



# The Perfection of the Intellect

That perfection of the Intellect which is the result of education, and its beau ideal, to be imparted in their respective measures, is the clear, calm, accurate vision and comprehension of all things, as far as the fine mind can embrace them, each in its place, and with its own characteristics upon it.

--John Henry Newman

It is almost prophetic from its knowledge of history; it is almost heart-searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith, because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres.

# Newman

1. **Clear, calm, accurate vision**
2. **Comprehension** of all things
3. Each in its place
4. With its own characteristics
5. **Prophetic** from history
6. **Heart-searching** from knowl. of human nature
7. **Supernatural charity** from lack or prejudice
8. **Repose of faith** because it can't be startled
9. **Beauty and harmony** because of contemplating harmony

# Newman

1. Clear, calm, accurate vision: **grammar, logic, rhetoric**
2. Comprehension of all things: **wisdom via great books**
3. Each in its place: **logic, whole and parts; harmony**
4. With its own characteristics: **logic**
5. Prophetic from **history**: prudence, predictive power
6. Heart-searching from knowl. of human nature:  
**history, literature, virtue**
7. Supernatural charity from lack or prejudice: **history, literature, virtue**
8. Repose of faith because it can't be startled: **history, literature, virtue**
9. Beauty and harmony because of contemplating harmony: **wisdom**



# Newman

- 1. Clarity, calmness, accuracy**
- 2. Ability to comprehend the whole**
3. Ability to harmonize the parts in a whole
4. Specificity and focused study
- 5. Prudence and Predictive Power**
- 6. Deep understanding of human motivation**
- 7. Unprejudiced love for others**
- 8. Stable confidence that is not surprised**
- 9. Beautiful, harmonized, contemplative intellect**

# Common Ancestry: Chesterton



- The transmission of the soul of society as it passes from one generation to another
- Telling the truth to the last baby born
- If the church would just remain the church it would be fresh in each generation



# Traditio: surrender, handing down





# Traditio: surrender, handing down



# Tradition: the democracy of the dead



G. K. Chesterton

Tradition means giving votes to the most obscure of all classes, our ancestors. It is the democracy of the dead. Tradition refuses to submit to the small and arrogant oligarchy of those who merely happen to be walking about.


# Tradition: the democracy of the dead



G. K. Chesterton

In the democracy of the dead all men at last are equal. There is neither rank nor station nor prerogative in the republic of the grave.

# The Website of the ACCS



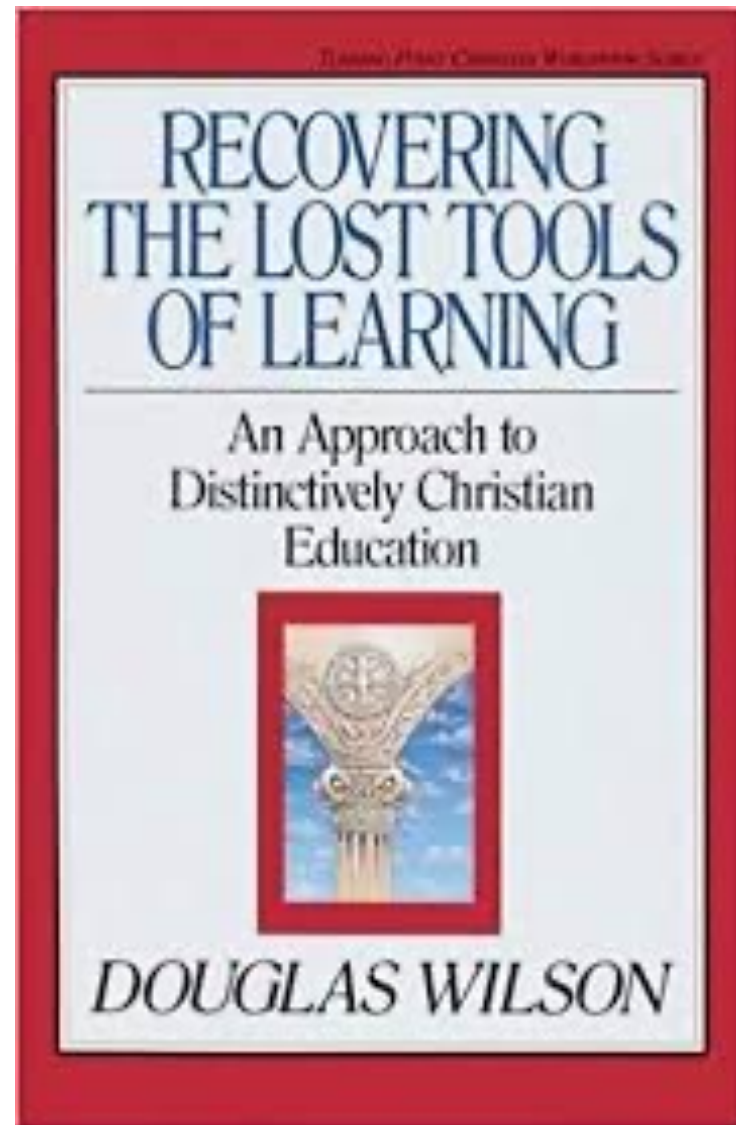
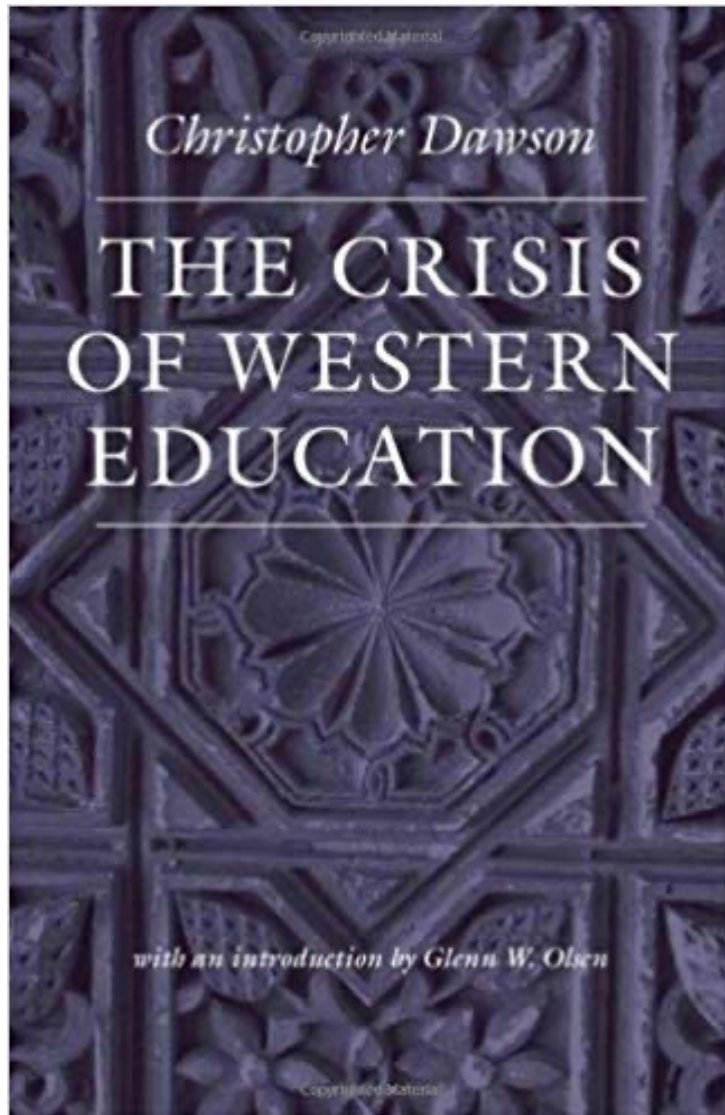
The ACCS is the largest advocacy organization for K-12 classical Christian education in the US and internationally.

“EDUCATION IS NOT A SUBJECT, NOR DOES IT DEAL IN SUBJECTS. IT IS  
INSTEAD A TRANSFER OF A WAY OF LIFE.”

—G. K. CHESTERTON



# Common Ancestry



# Common Ancestry



 CULTURAL LITURGIES  
VOLUME 1

## Desiring the Kingdom

WORSHIP, WORLDVIEW,  
AND CULTURAL FORMATION

James K. A. Smith

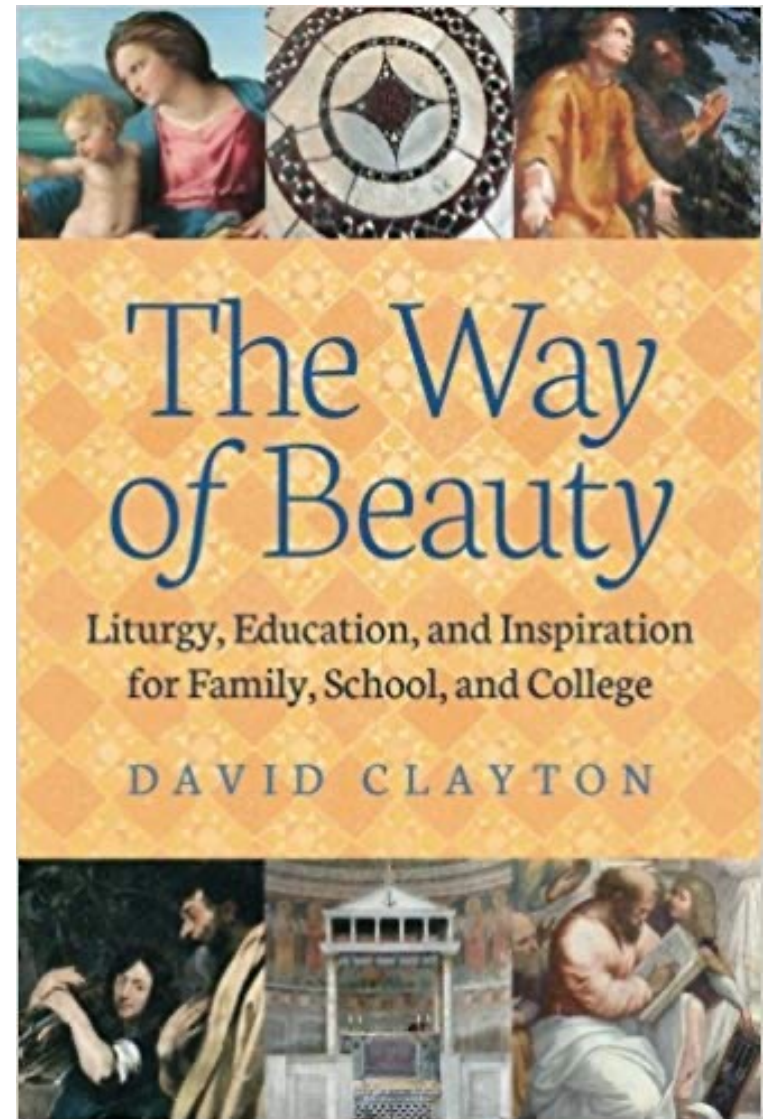
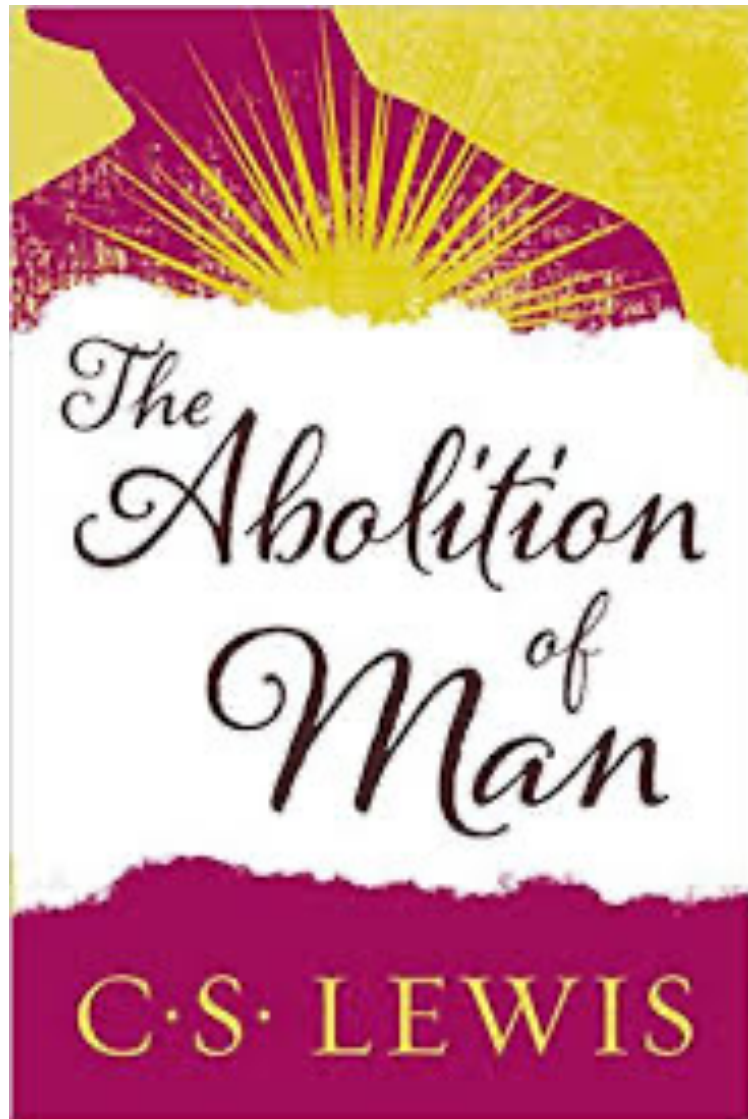
## Norms & Nobility

A Treatise on Education

DAVID V. HICKS

UNIVERSITY PRESS OF AMERICA

# Common Ancestry





# **III. The Ways We Are Doing It**

# Reading and Repenting

- Repenting of our trusting in....
- How did our brothers and sisters do it?



# Reading and Repenting

- Repenting of our trusting in....
- How did our brothers and sisters do it?
- Reading to learn
- Revisiting, Renewing, Recovering

# Reading and Repenting

- Repenting of our trusting in....
- How did our brothers and sisters do it?
- Reading to learn
- Revisiting, Renewing, Recovering
- Remaking education, remaking schools
- Collaborating against common challenges and threats

# Reading and Repenting

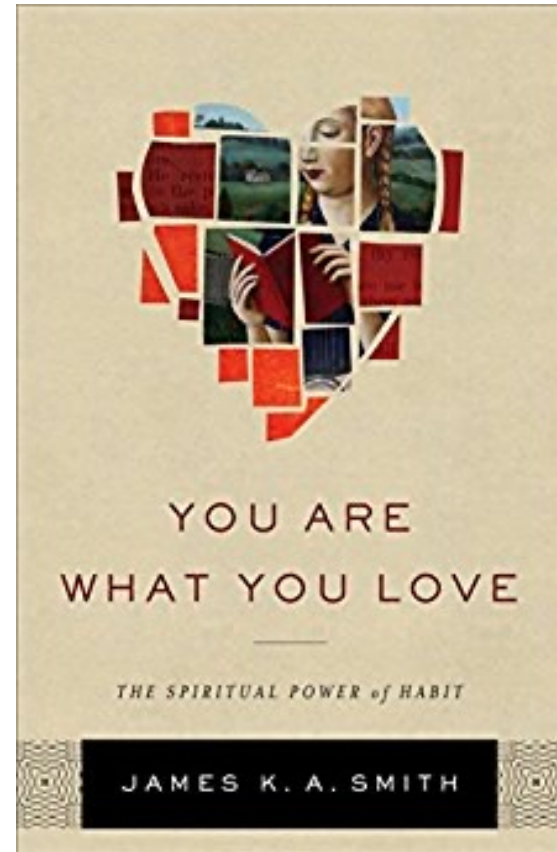
- Repenting of our trusting in....
- How did our brothers and sisters do it?
- Reading to learn
- Revisiting, Renewing, Recovering
- Remaking education, remaking schools
- Collaborating against common challenges and threats
- Focusing and delighting on what unites

# Looking to the Church / Tradition

- Our inheritance
- Liturgy and harmony
- Ordered affections and loves

# Tracing the Tradition: Virtue

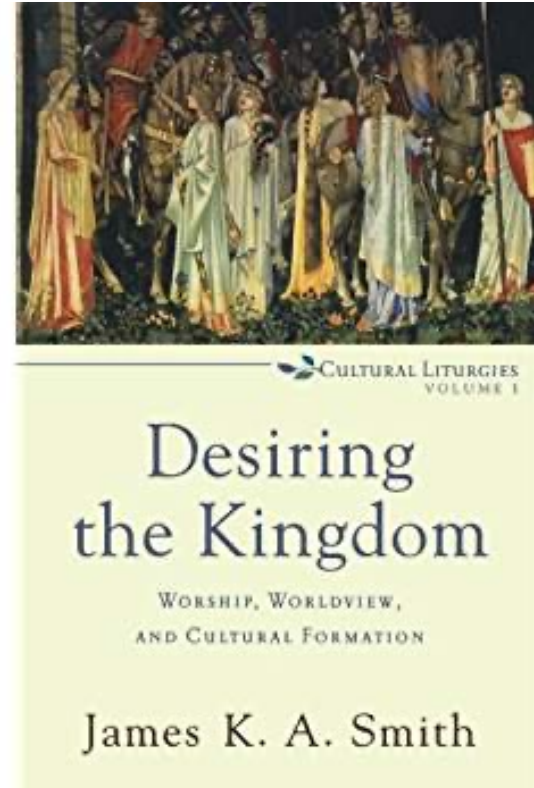
- Sertillanges
- Aquinas
- Augustine
- Plato





# Tracing the Tradition: Liturgy

- James K. A. Smith
- Hans Boersma
- Pieper
- Aquinas
- Augustine
- Plato



# Liturgical Learning

- Salutation
- Adoration
- Confession
- Absolution
- Petition
- Homily/Sermon
- Communion
- Celebration
- Benediction





# Liturgical Learning

- **Salutation:** Greet students
- **Adoration:** Thanks for Study, Art, Subject
- **Confession:** Confess Need, Ignorance
- **Absolution:** Gratitude for Calling to Study
- **Petition:** Ask for Aid, Help, Illumination
- **Homily/Sermon:** Lesson by Teacher, Text
- **Communion:** Contemplation of Truth Presented
- **Celebration:** Delight and Celebration of Learning
- **Benediction:** Dismissal with Thanksgiving



# Conclusion

- **Protestants ask:** How as John Calvin educated? Jonathan Edwards? CS Lewis?
- **Catholics ask:** How was John Henry Newman educated? Tolkien? GK Chesterton?
- **Orthodox ask:** How was, Schmemmann, Maximus educated? Basil, Athanasius, Gregory of Nyssa?
- **Humility:** We have all wandered, strayed. Our mutual repentance brings a humility that fosters love, brotherhood, friendship.

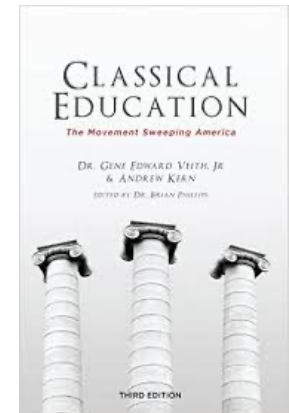
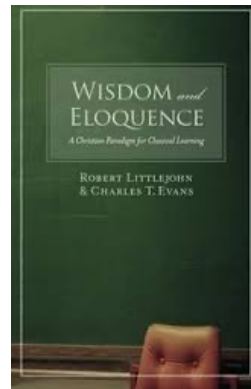
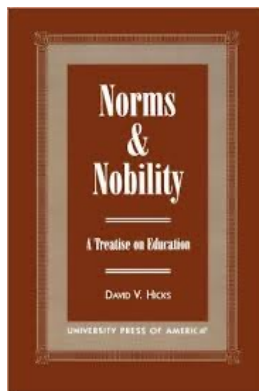
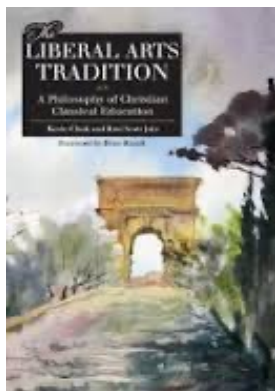
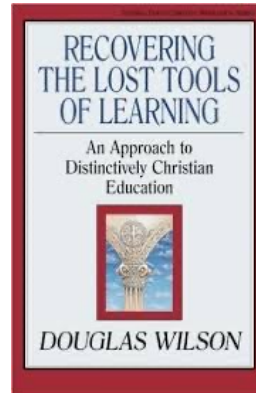
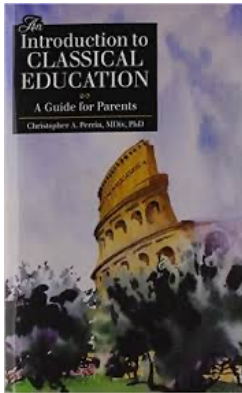


# **For Children and Church**

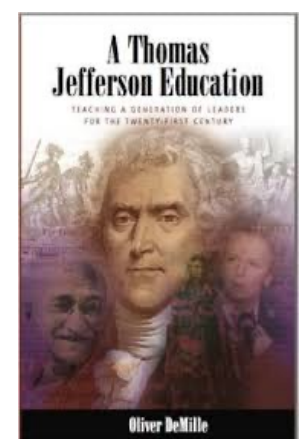
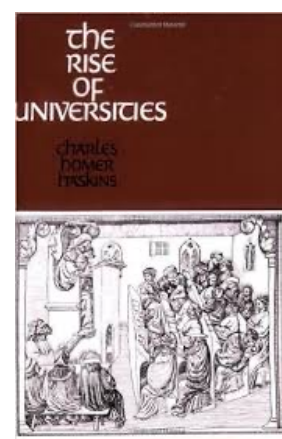
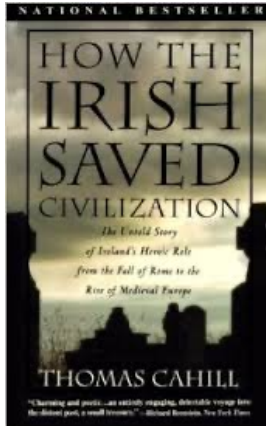
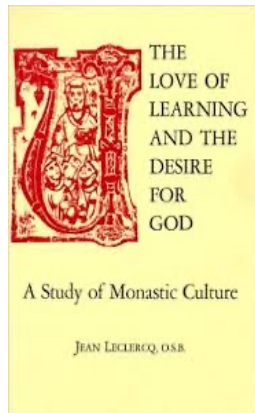
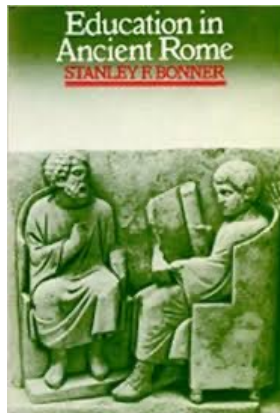
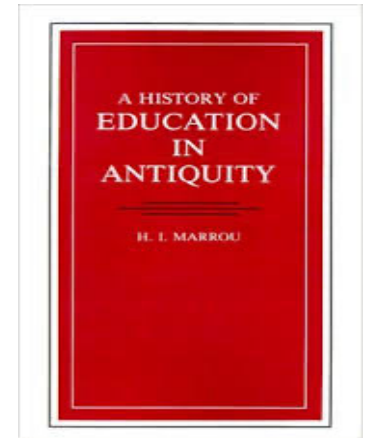
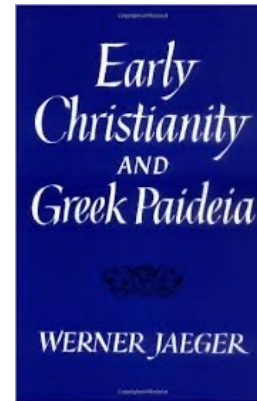
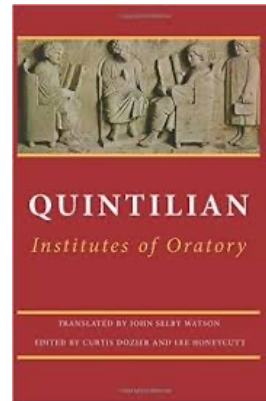
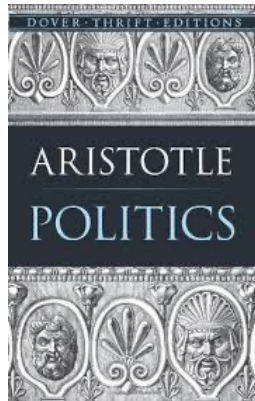
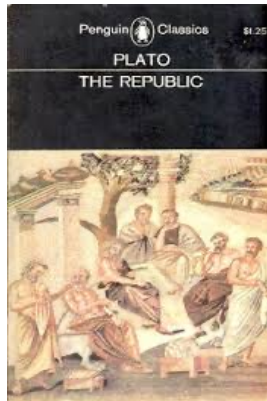
- Christopher A. Perrin, M.Div., PhD



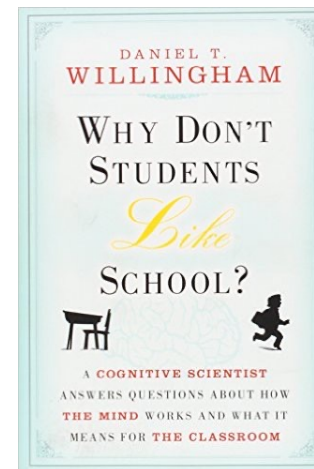
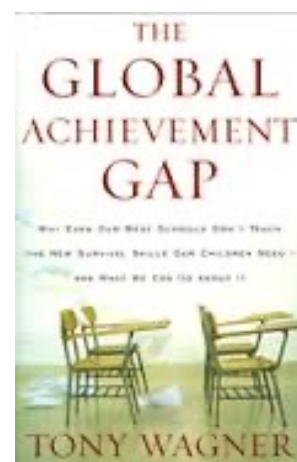
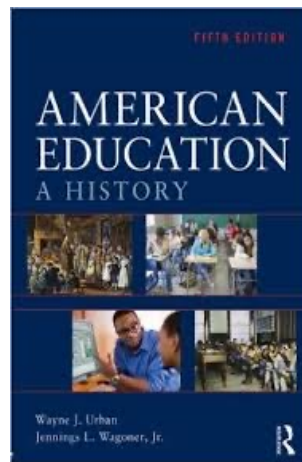
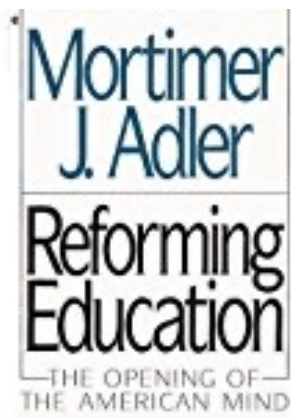
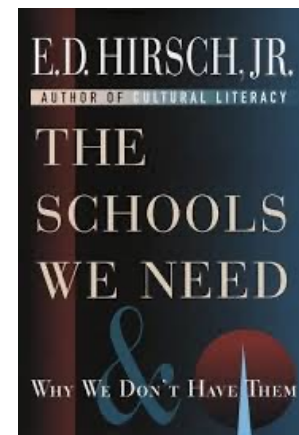
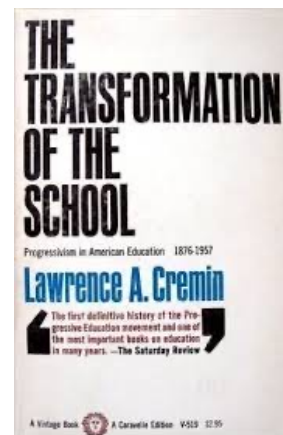
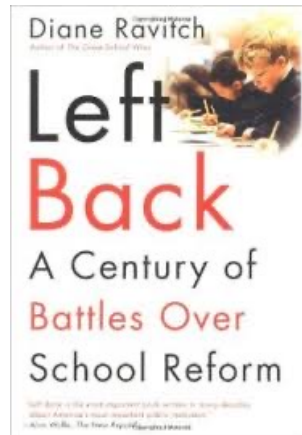
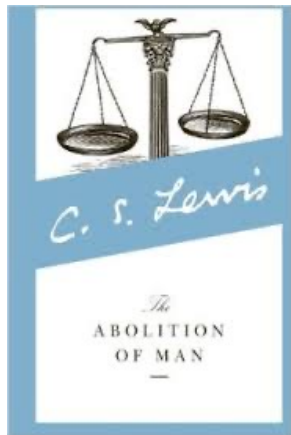
# Introductory Books



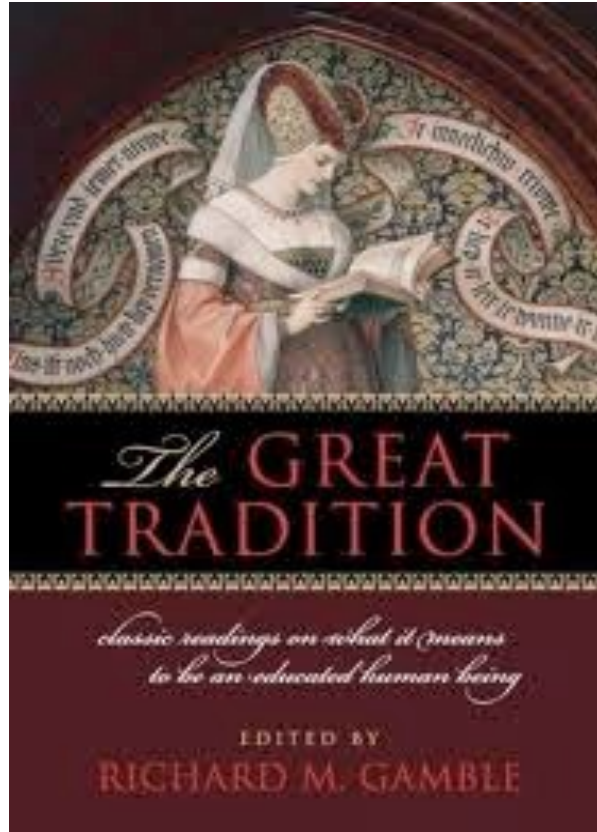
# History of Classical Education



# Modern Education



# History of Classical Education



**45 Day Free Trial**

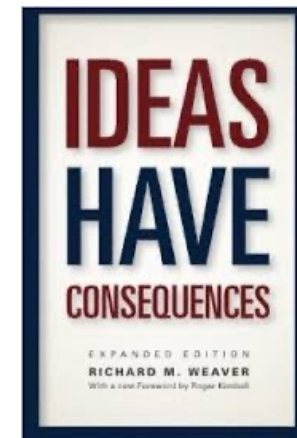
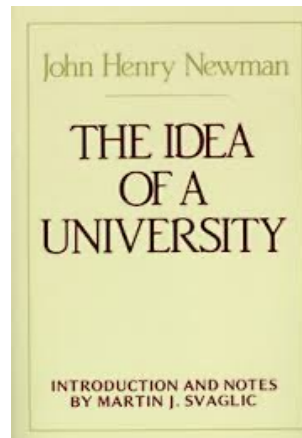
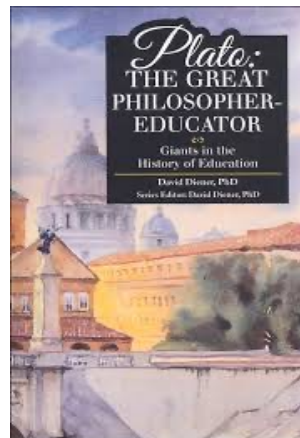
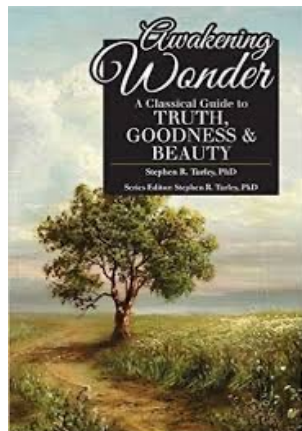
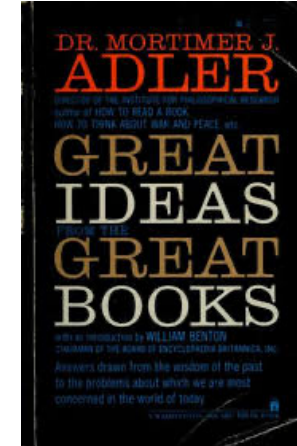
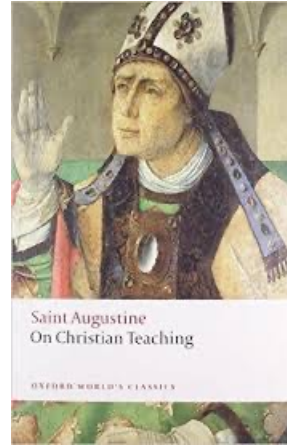
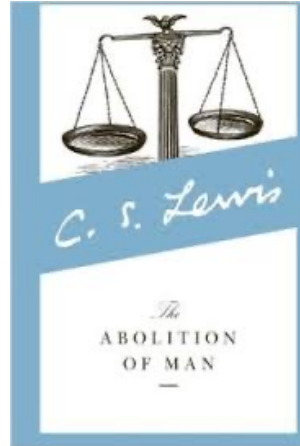
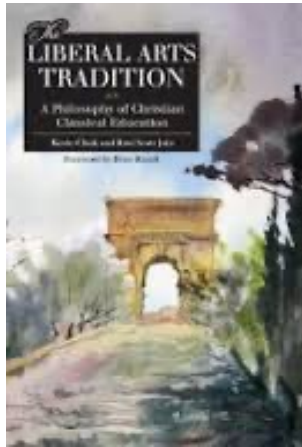
**ClassicalU.com/code**

**Enter This Code:**

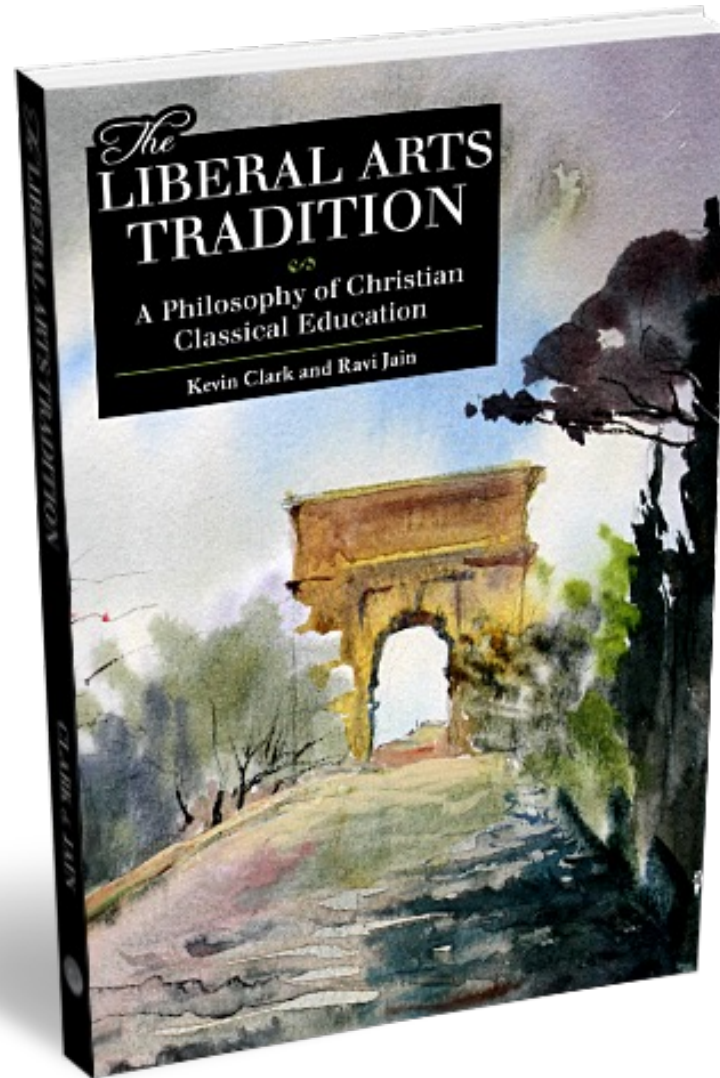
**flghc2019**



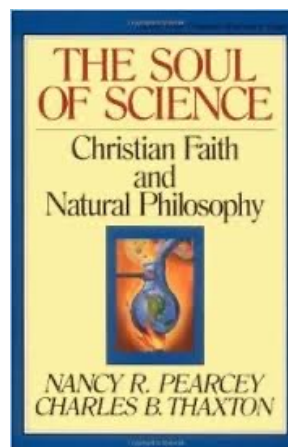
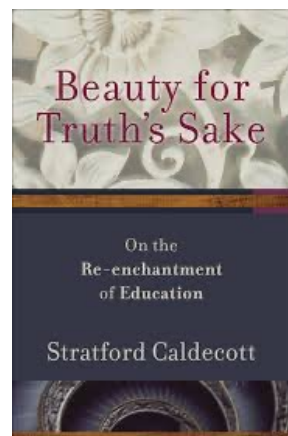
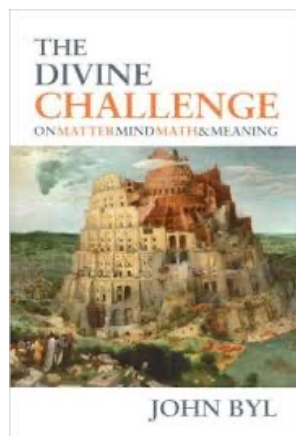
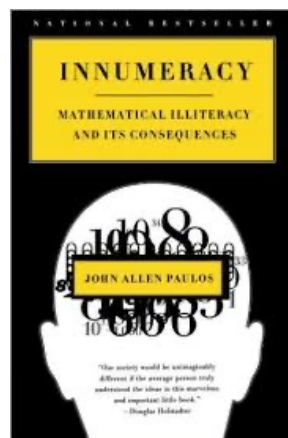
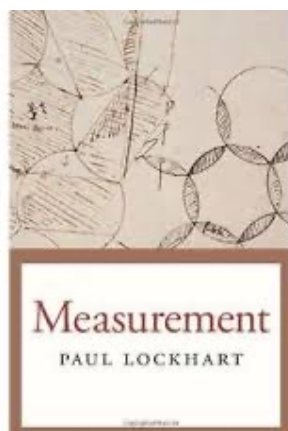
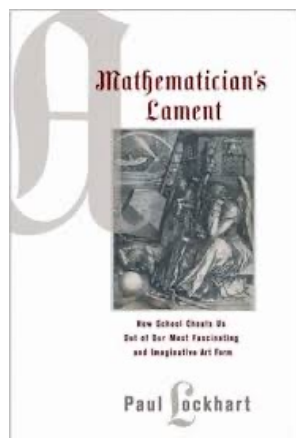
# Philosophy of Education



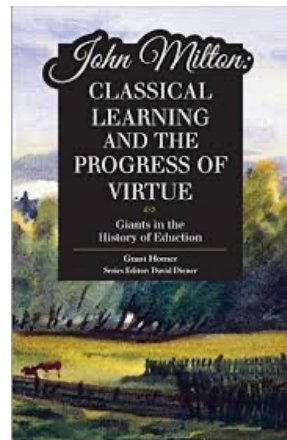
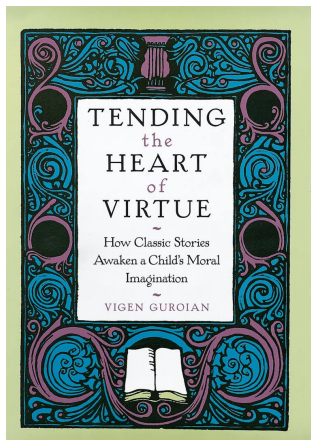
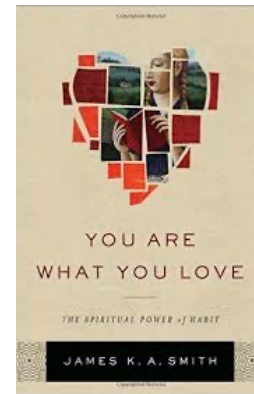
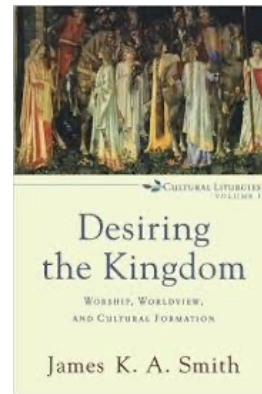
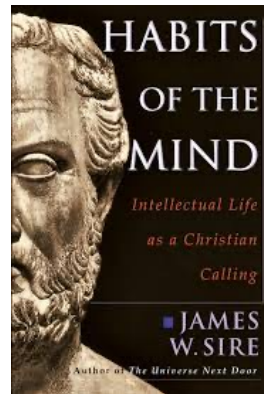
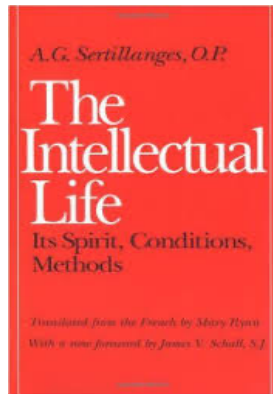
# Philosophy of Classical Education



# Mathematics & Science

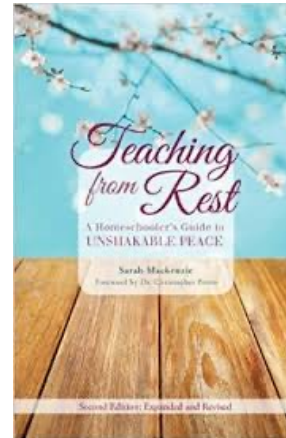
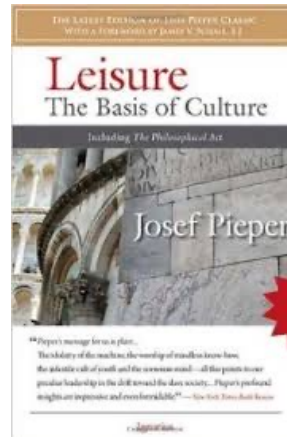
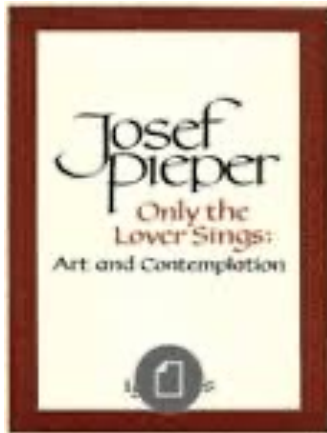


# Virtue and Embodiment



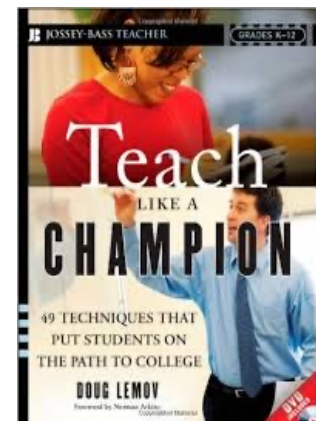
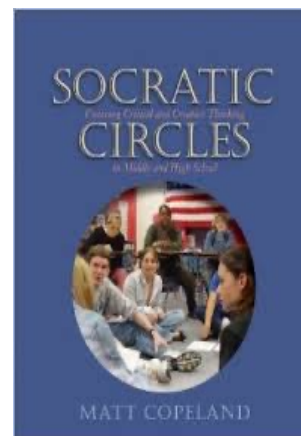
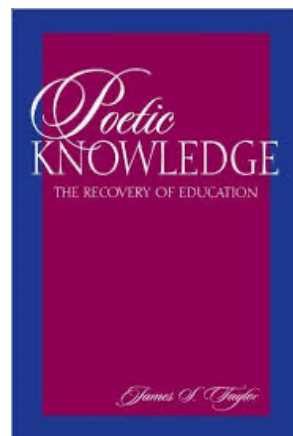
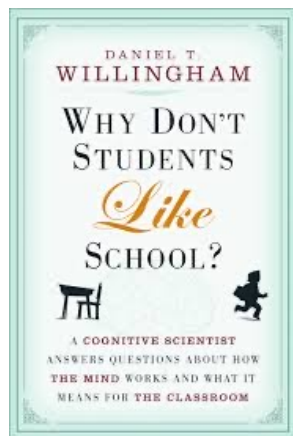
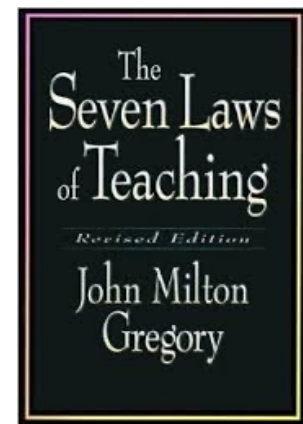
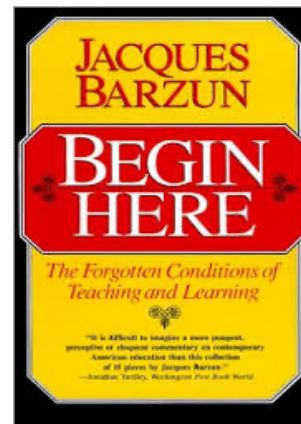
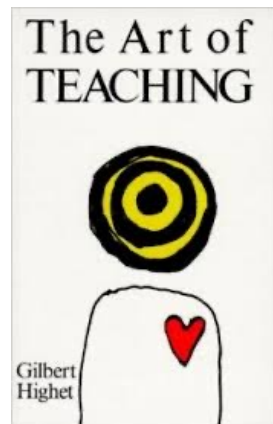
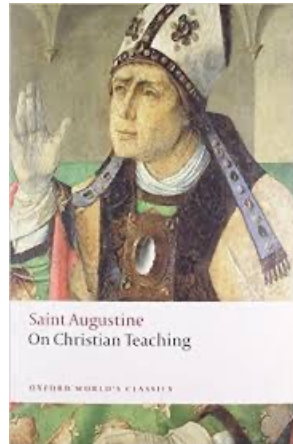


# Scholé and Contemplation



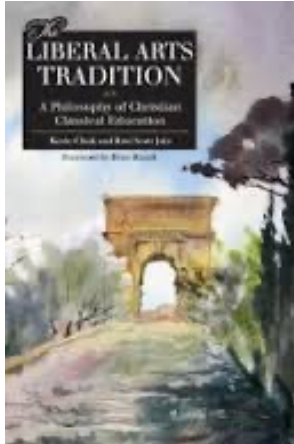
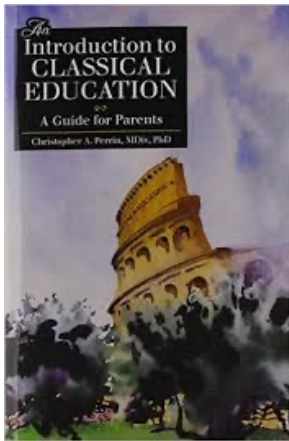


# Pedagogy, Art of Teaching

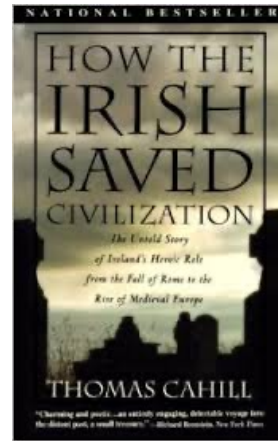
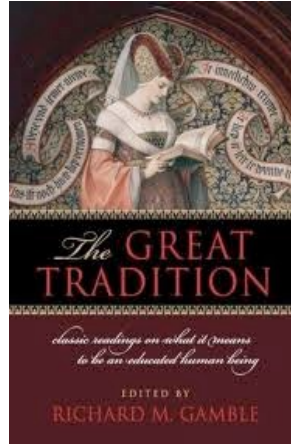


# Top Ten List-101 Version

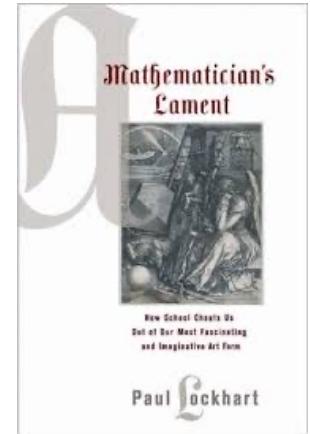
## Philosophy



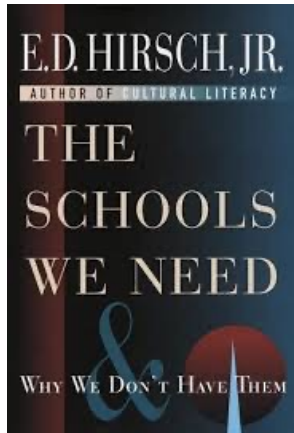
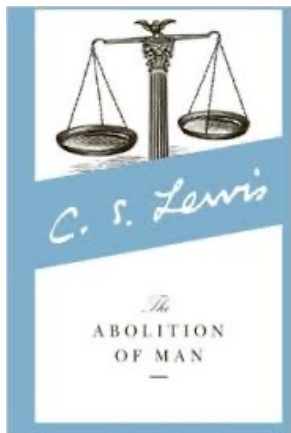
## History



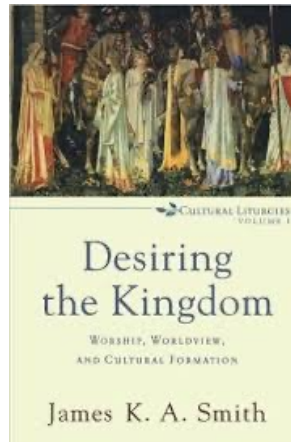
## Math



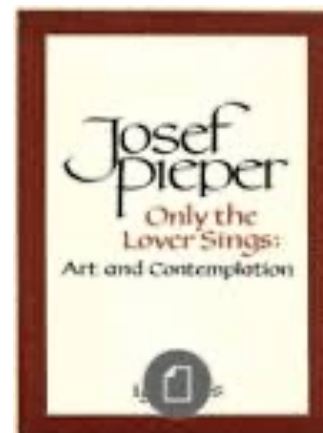
## Modern Education



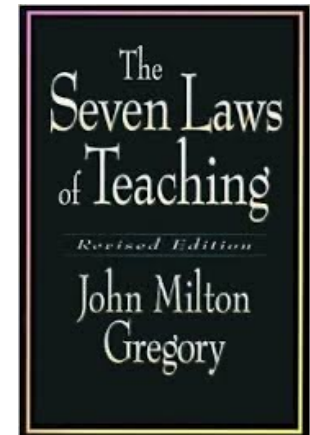
## Virtue



## Contemplation

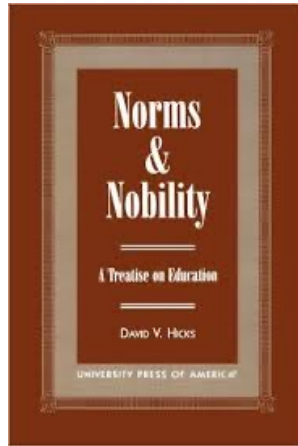
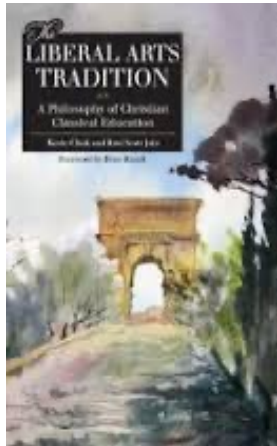


## Pedagogy

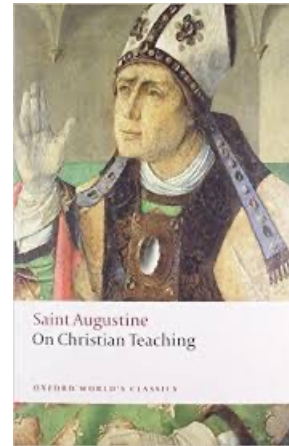
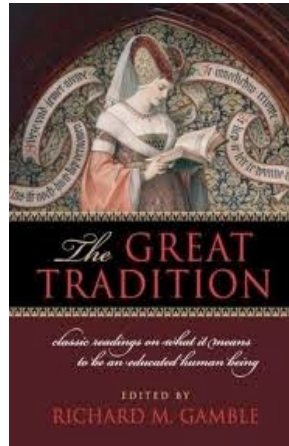


# Top Ten List-102 Version

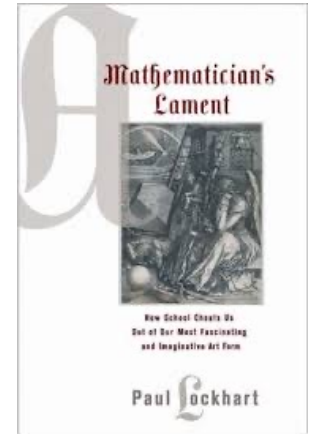
## Philosophy



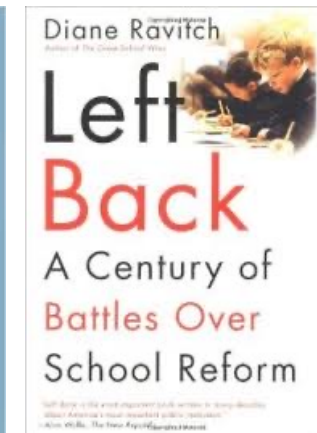
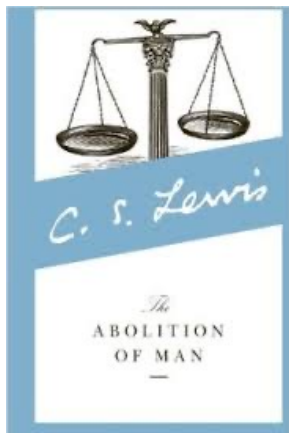
## History



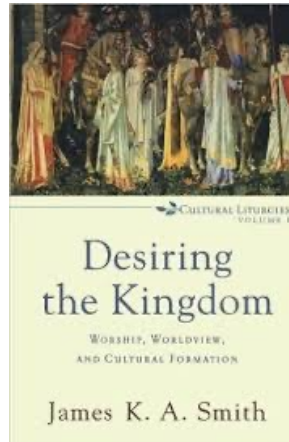
## Math



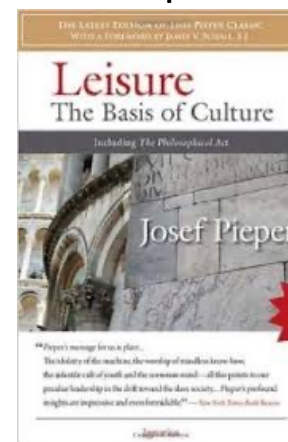
## Modern Education



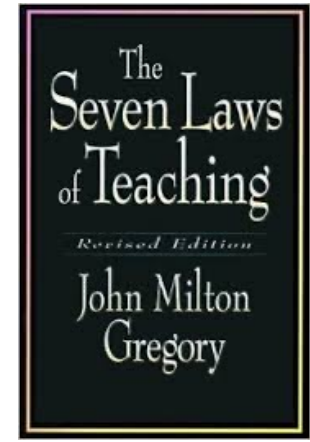
## Virtue



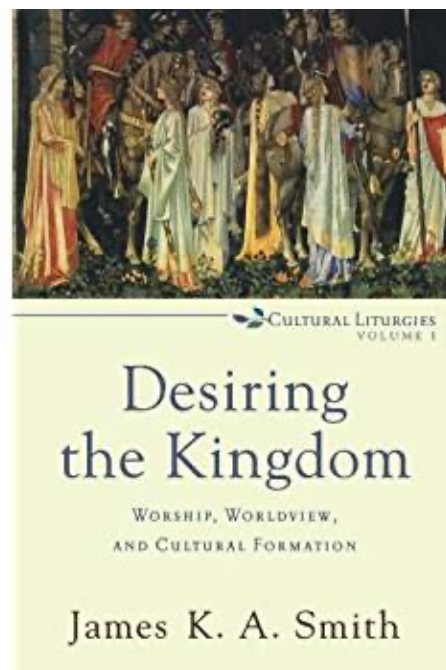
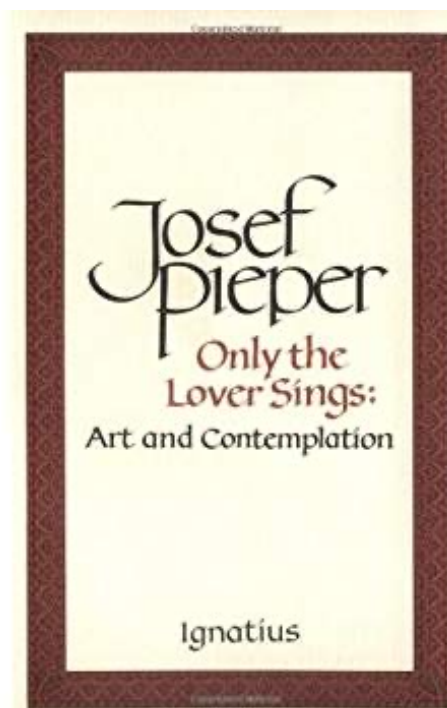
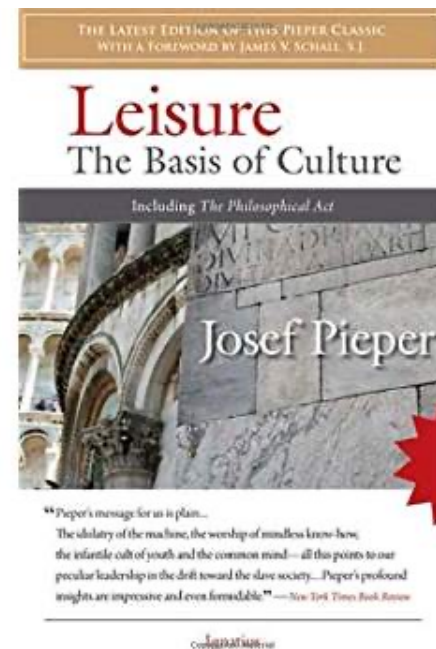
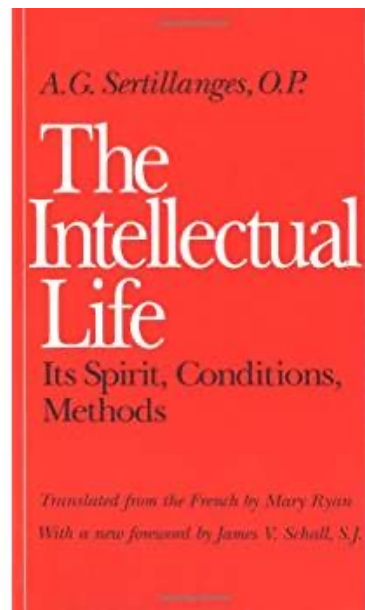
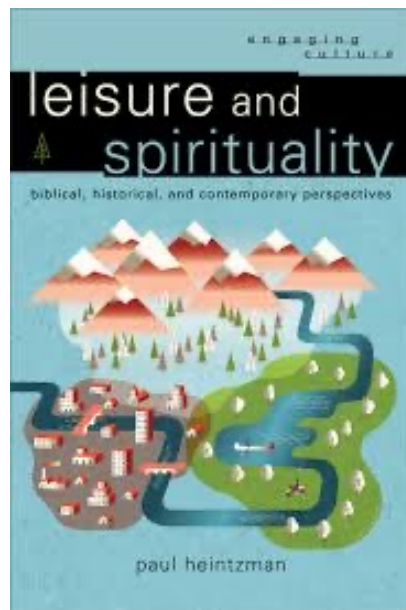
## Contemplation

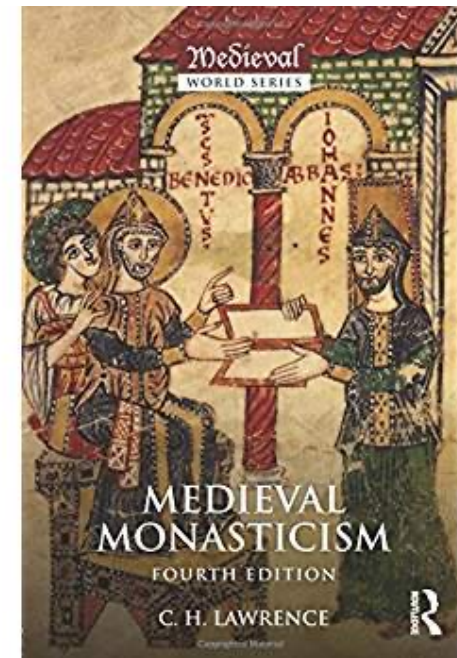
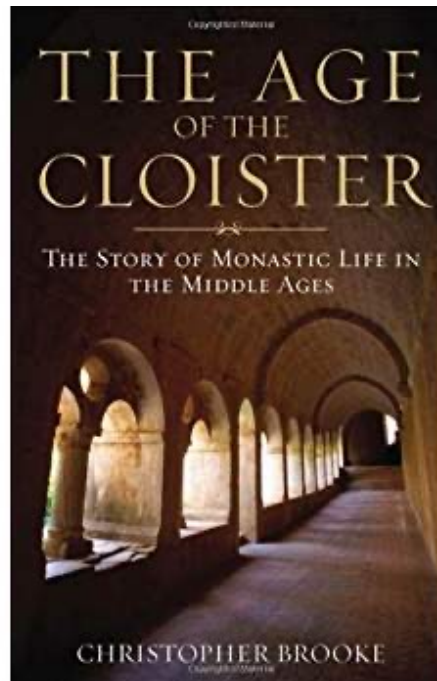
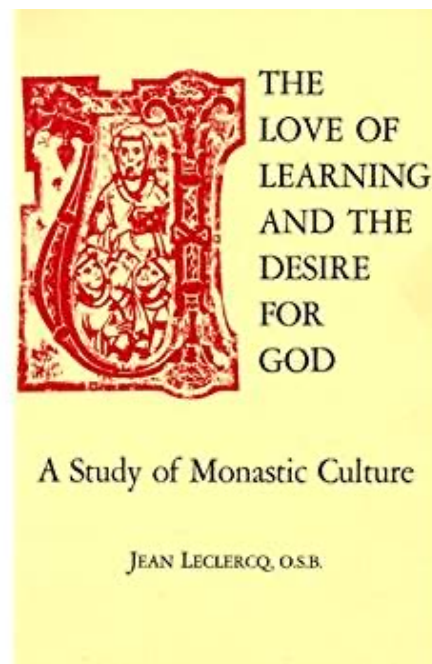
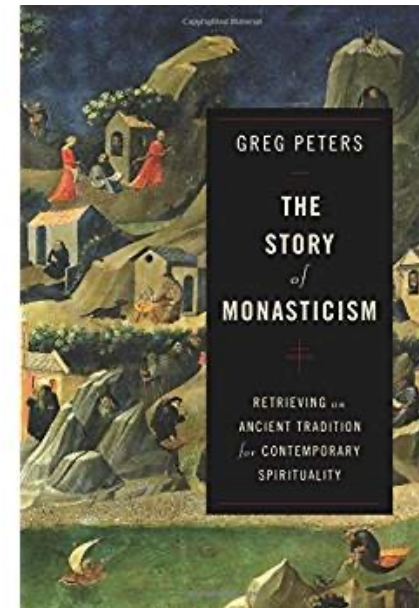
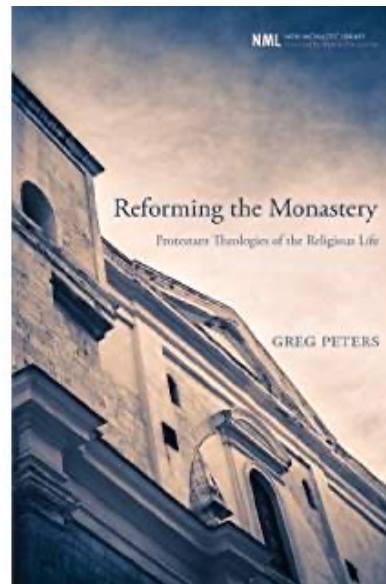
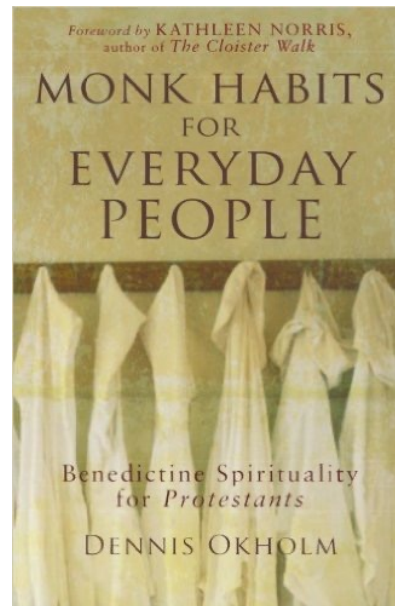


## Pedagogy











Download the Seminar

**[ClassicalU.com/lecture-hall/](http://ClassicalU.com/lecture-hall/)**



# What is History

# History Makes Us Prudent

# Folly

- Repeating folly
- History doesn't repeat itself...
- People, leaders, nations, acting contrary to their own best interest
- Democracy is the worst form of government...
- The American founders
- The British overlords











Temperance



Fortitude



Prudence



Justice

































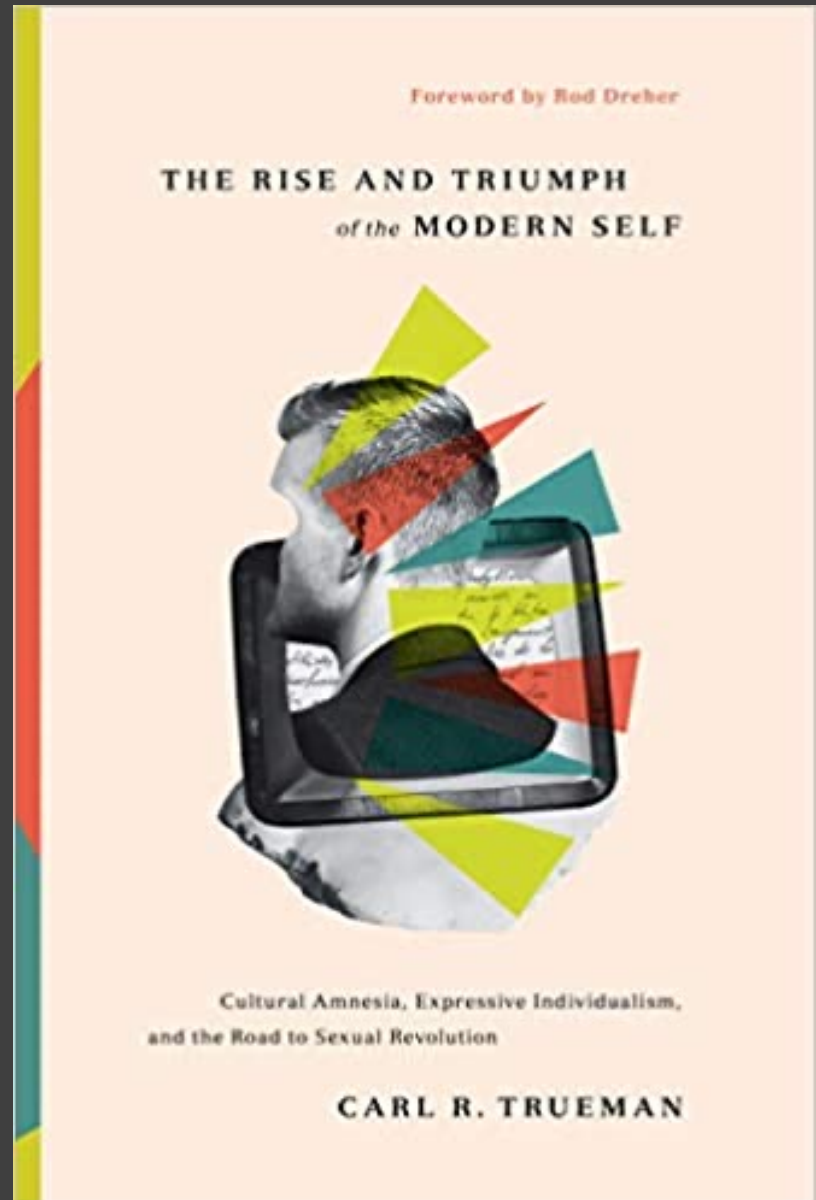




# Why We Are Ignorant

- Amnesia
- Reductionist View of History
- Romanticism
- Marxism
- Therapeutic Expressionism
- Progressivism

# The Obsession with Self





# How to Teach History Course



[Courses](#) ▾ [Resources](#) ▾ [About](#) ▾ [Groups](#) [Blog](#) [Pricing](#)

Christopher Perrin ▾



In this course, veteran history educator Wes Callihan traces the history of history, explores its purpose and value in the classical tradition, and discusses the best means for growing as a student of history—and so becoming an effective teacher of history. You will also enjoy interviews and discussions between Christopher Perrin and Wes Callihan in addition to the course lectures.



Wes Callihan is the featured instructor of the Old Western Culture Great Books curriculum produced by Roman Roads Media.



**Wesley Callihan** grew up on a farm in Idaho and graduated with a degree in history from the University of Idaho. He has taught at Logos School, New Saint Andrews College, and Veritas Academy. In 1997 he founded Schola Classical Tutorials where he teaches online classes on the Great Books, astronomy, Church history,

Greek, and Latin. He is now working with [Roman Roads Media](#) to produce Old Western Culture, a 4-year integrated humanities curriculum designed to equip homeschoolers and their families with the tools to tackle the Great Books that shaped Western civilization.

Wes and his wife, Dani, have 6 children, 4 of them married, and 5 grandchildren. Wes and Dani



Start Course

Open Registration

## COURSE INCLUDES

- 18 Lessons
- 41 Topics
- 11 Quizzes
- 1.00 Credit
- 11.3 Hours
- Course Certificate

# History Imparts Virtue

# Bede: Ecclesiastical History

- *For if history records of the good things of good men, the thoughtful hearer is encouraged to imitate what is good; or if it records evil of wicked men, the devout, religious listener or reader is encouraged to avoid all that is sinful and perverse and to follow what he knows to be good and pleasing to God.*

# History Grants Community



Democracy of ...

# History Makes Us Prophetic

- Newman

# Cardinal John Newman



- 1801-1890
- Priest, professor
- Poet, theologian, cardinal
- *The Idea of a University*

# The Perfection of the Intellect

That perfection of the Intellect which is the result of education, and its beau ideal, to be imparted in their respective measures, is the clear, calm, accurate vision and comprehension of all things, as far as the fine mind can embrace them, each in its place, and with its own characteristics upon it.

--John Henry Newman



It is almost prophetic from its knowledge of history; it is almost heart-searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith, because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres.

# History Humanizes

- Sympathy
- Community
- Lament
- Repentance

# History of Classical Education



## **Lessons Learned: 40 Years of Renewing Classical Education in America**



**This Slide Deck is Available at:**  
**[ClassicalU.com/Lecture-Hall](http://ClassicalU.com/Lecture-Hall)**



# Mini-Course on Classical Education in Africa



[Subscribe](#) [Courses](#) ▾ [About](#) ▾ [Resources](#) ▾

## THE RECOVERY OF CLASSICAL EDUCATION IN AFRICA: REPORTS, CONVERSATIONS, AND PRESENTATIONS

---

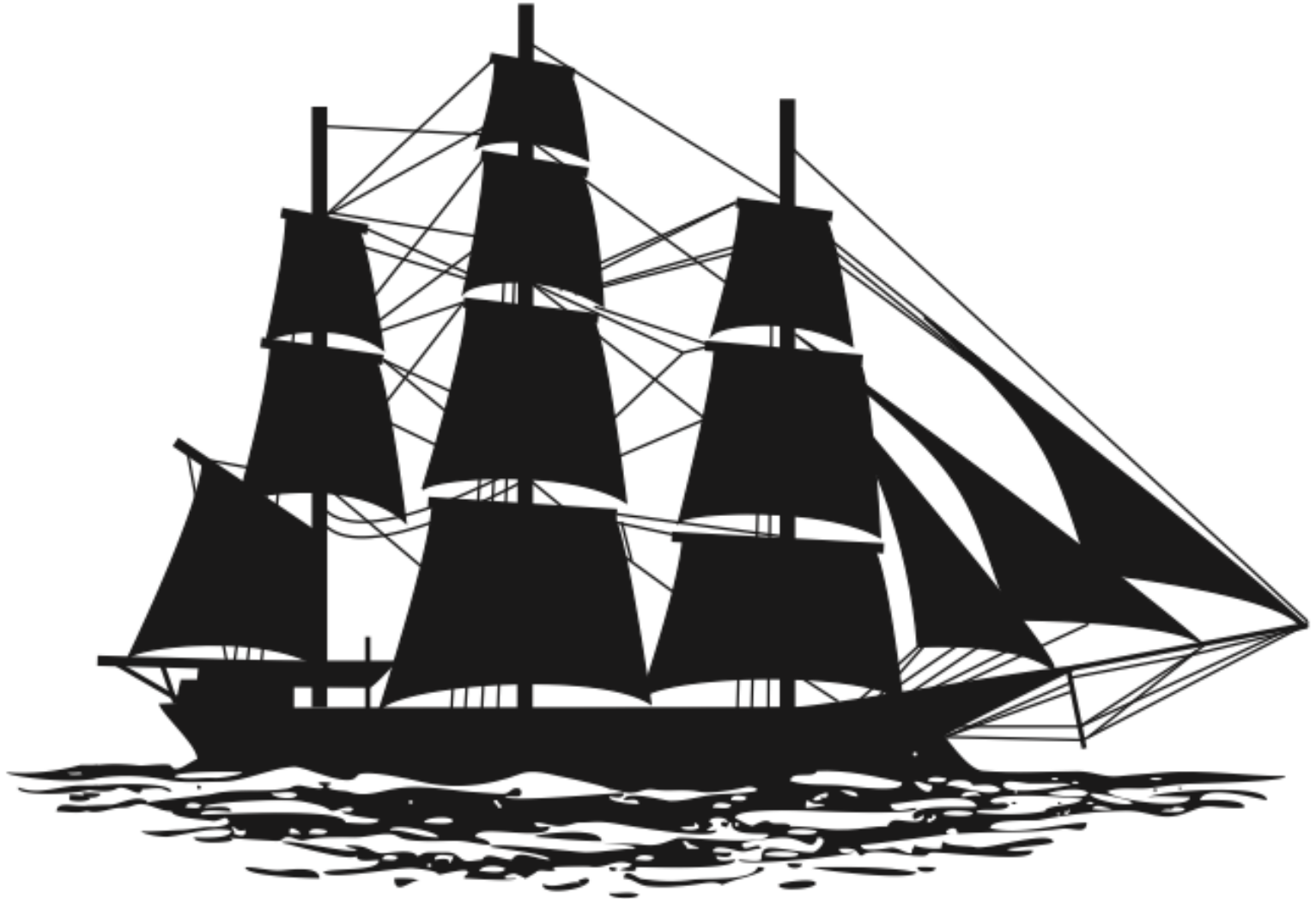
WITH KAREN ELLIOT AND ERICA ROBERTSON  
OF THE RAFIKI FOUNDATION



# THE PAST

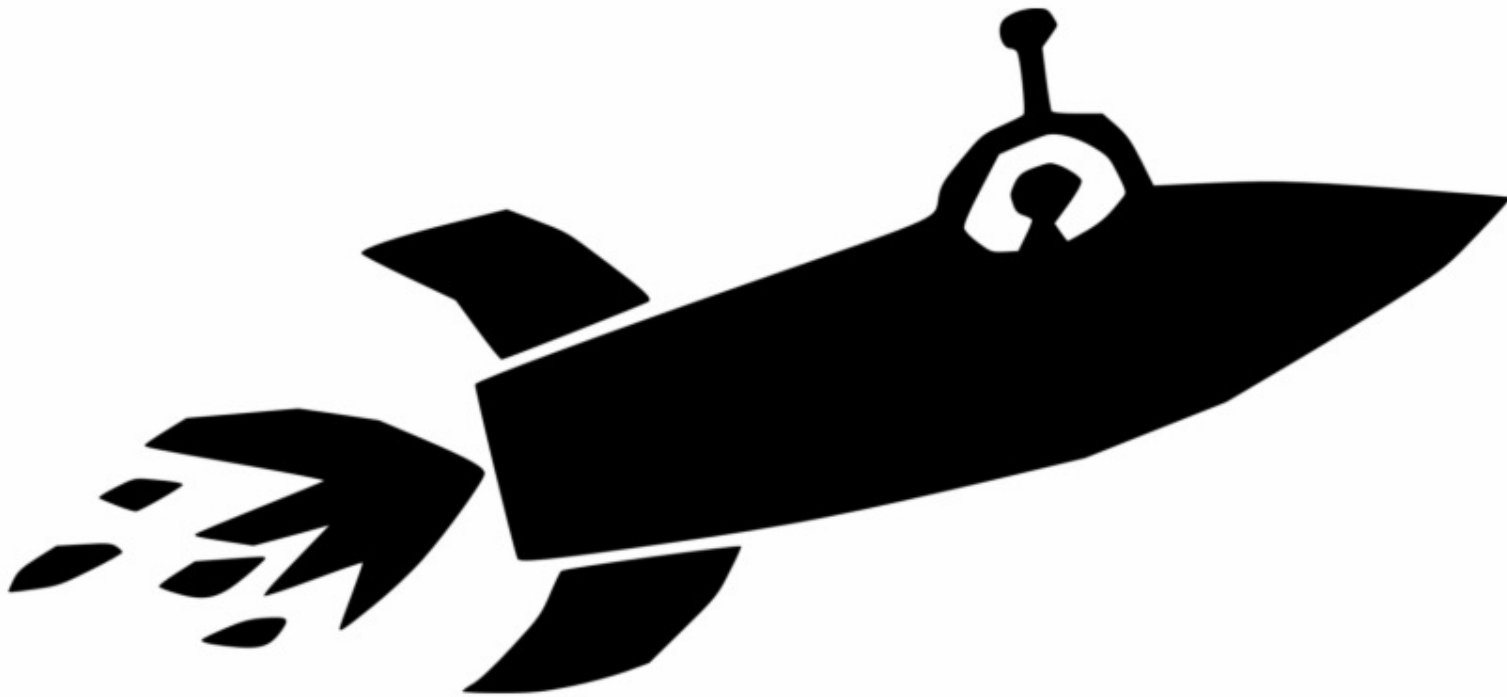
# Classical Education in 1890

---





# Progressive Education



# Rebuilding



gettyimages

25

ZU\_09

# Rebuilding What?



# Rebuilding What?

*Beginning in wonder, classical Christian education nurtures the intellectual, moral, aesthetic, spiritual, and physical capacities of students with a rich and ordered course of study, grounded in the traditional seven liberal arts\* and leading through\* language, literature, history, mathematics, natural sciences, fine arts, and philosophy.*





# Rebuilding What?

*Premised on the pursuit of truth, goodness, and beauty, and governed by the lordship of Jesus Christ the Logos, classical education aspires to transmit our inherited ecclesiastical and cultural endowment of wisdom, virtue and excellence to successive generations, thus cultivating virtuous neighbors and citizens.*



# Rebuilding What?

*CCE is education is the transformed inheritance of the Greeks and the Romans into the culture of the church, that was developed by the church, grounded in piety, and governed by theology, employing the historic curriculum and pedagogy of the seven liberal arts in order to cultivate men and women characterized by wisdom, virtue, and eloquence.*



# Rebuilding What?

*Classical education is the pursuit of wisdom and virtue by means of a rich and ordered course of study grounded in the liberal arts tradition.*



# Rebuilding What?

*The liberal arts and the great books.*



# **CURRENT STATUS**

# Three Periods of Renewal

Truth  
Goodness  
Beauty

**Truth: 1980-2000**

**Goodness: 2000-2010**

**Beauty: 2010-2020**

# Initial Fruit





# St. Constantine School





# The Ambrose School



# Covenant Christian Academy, PA





# Veritas School, Richmond, VA



# New Covenant Schools, VA





# Geneva Classical Academy, FL

Geneva  
CLASSICAL ACADEMY

[ABOUT US](#)

[ACADEMICS](#)

[ADMISSIONS](#)

[ADVANCEMENT](#)



VIR•TUS (N.): GOODNESS, EXCELLENCE, COURAGE



# Philadelphia Classical School



[Events](#) | [Visit](#) | [Apply](#) | [Blog](#) | [Cart](#) | [Store](#) [f](#) [t](#) [i](#)

[WHY PCS?](#)

[ADMISSION](#)

[SUPPORT](#)

[CONTACT](#)

[CURRENT STUDENTS](#)

Nurturing students to love the good,  
the true, and the beautiful.

[APPLY TODAY](#)





# Cambridge School of San Diego





# Initial Fruit

- 300 ACCS schools
- 200 Catholic classical schools
- 30 Lutheran classical schools
- 100 Hybrid schools
- 200 charter schools
- 200 miscellaneous schools
- 3000 homeschool co-operatives
- College professors discovering these students
- 150 colleges



# Initial Fruit

Cardus Study: Good Soil Report

<https://www.classicaldifference.com/good-soil/>

## GOOD SOIL

A COMPARATIVE VIEW

Watch Video

### 7 LIFE OUTCOMES OF ACCS ALUMNI



2018-19 COMPARATIVE STUDY OF 24-42 YEAR OLD ALUMNI FROM PUBLIC, SECULAR PRIVATE, CATHOLIC, EVANGELICAL CHRISTIAN, RELIGIOUS HOMESCHOOL, AND ACCS (CLASSICAL CHRISTIAN) SCHOOLS, ON TOPICS OF LIFE-CHOICES, PREPARATION, ATTITUDES, VALUES, OPINIONS, AND PRACTICES.

This research seems to confirm what history has repeatedly demonstrated—classical Christian education can influence the course of a home, a community, or a nation. Understandably, some will view the results of this survey skeptically because of the significant differences between classical Christian schools and the others surveyed. These results can be understood more fully by visiting the ACCS schools themselves.

Learn More >

Survey Updates

Find a School



# Most Read Article of 2019

Dr. Louis Markos in *Christianity Today*



# **THE FUTURE: LESSONS LEARNED**

# Lessons

- If this is the best education for the few, it is the best education for all. (Africa got this education in part, only for the few).
- If we don't give this education away to all we have no right to keep it. It is only in giving that we receive.
- It is a slow work, more like learning a new language than switching a brand. Adopt a five-year plan.
- Not a brand but a culture—the culture of the church (cite LAT)
- It is a generational work: What was lost in two or three generations will take two or three generations to fully recover.
- It blesses people every step of the way, like a gradual recovery from an injury or sicknesses. We don't get stronger all at once, but we do increase in strength. The various blessing encourages us along the way.
- We won't see another CS Lewis until we provide the church with kind of education Lewis received.
- Not everyone will be or should aspire to be a scholar and writer like CS Lewis. A classical education is a human education and aims to bless and equip all kinds of humans for all kinds of callings.

# Lessons

- Not a formula, nor a franchise operation, nor easily scalable
- Teaching is an art not a science, though it is informed by science (
- We were poorly-educated and so we will recover this poorly. However, if it is worth doing its worth doing badly (Chesterton)
- Curriculum will not grow without a loving community
- Students don't really care much about educational philosophy—but the philosophy you adopt will make all the difference
- Students, because they are humans, love the TRUE, GOOD, AND BEAUTIFUL; and they love and long for friendship (not so much grammar and logic—at first)
- We teach the way we were taught, which is to say progressively in many respects; therefore we have to patiently unlearn our pedagogy.
- Don't teach philosophy to 13 year-olds.

# Lessons

- Don't download a seminary curriculum into your high school.
- "Rigor" is often distorted into "hard for hardness sake." I prefer vigor.
- We teach too many subjects too poorly and ruin a student's standards thereby.  
Lewis: We should teach far fewer subjects and teach them far better.
- Our schools are ugly and we don't easily see it.
- We esteem standardized tests (like the SAT) too much.
- Many are classically-minded (perhaps all really?) though not classically-trained or educated.
- No one who is well-educated thinks of himself as well-educated.
- You don't have to read as many great book as you can. Read the paradigm great books. The slightest knowledge of a great book is better than the greatest knowledge of a slight book.
- A classical Christian education (as transformative as it is) is no guarantee that every child will love Chaucer, Cicero, Shakespeare... or Christ.



# Lessons

- People who don't genuinely love CCE should not be the HM of CC schools or on boards.
- Teachers need coaching and mentoring not merely books and consultants like me.
- We teach in silos because we were educated in silos.
- There are classical remnants that persist even in progressive schools.
- Not everything in the progressive educational tradition is bad. In fact, some is good, valuable and not in conflict with CCE: cognitive science, teaching for memory, some testing, educational therapy.
- We have an impoverished vocabulary for education—the words we have inherited have lost much of their meaning: “liberal arts, assessment, dialectic, rhetoric, virtue, intellectual.”
- CCE is so big, deep, and long that it eludes simple dictionary-style definitions, but we can construct some decent ones: The liberal arts and the great books.
- Grammar school teachers tend to ask HOW? Specify for me just what you want me to do.
- Upper school teachers tend to ask WHY? Then they want to be left alone to each what they are thinking about.

# Lessons

- The K-12 paradigm for referring to education is very thin or shallow. It merely describes steps without specifying what we are stepping to. It is mere progression—but progression to what? Much thicker is: GRAMMAR, LOGIC, RHETORIC and the best is PGMAPT—Ah, now we are getting somewhere!
- Some aspects of renewing CCE are relatively easy like the early grades (K-4); some aspects are relatively hard: 8-12.
- Rarely can one leader start AND finish a CC school.
- We need a K-16 solution harmoniously weaves college into the K-12 renewal. Cf. the Alcuin Fellowship and about 20 American colleges dialing in to the renewal.
- We need money and donors to help CC schools start well and flourish sooner.
- Our assessment/grading system is broken and keep progressive elements persisting in our schools.
- Most pastors in the U.S. won't touch this. It is a hot potato and they don't want conflict.
- Schools in the U.S. cannot count on robust, extensive support and will sometimes encounter opposition (elitism, racism).

# Lessons

- What elitism really is: not excellence but pride. The charge of “elitism” is often a way of down-talking excellence and goodness when we don’t have it.
- CCE was (and is) largely global, not merely western, human not merely white, as it traveled wherever the church thrived and was part of the culture of the church.
- There is in fact, a skill, trade, and business of running a school.
- Classical education is Christian historically. Before 1900, what did we call classical education? Education. And it was almost always Christian. Classical education was rightly regarded as education—not merely a form of education.
- Beauty matters; ugliness matters
- The best two thing parents can do: Read to their children from infancy; fill the house with as many good books as they can reasonably afford.
- Everyone has a mind and therefore a “classical mind,” but each person’s mind is on a journey and will awaken on its own schedule. Give people space and time to grow.

# Lessons

- Good teaching is not technique but an art; Good pedagogy consist of teaching principles that guide and inform our practices not a set of tips and tricks.
- Even and imperfect classical education is powerful.



# Mistakes

- To violate each of the maxims above at various times!
- Hiring “non-believers” heads of school
- Assuming doing CCE was a brand-switch—just another type of education easily implemented
- Assuming it could be done quickly and would be easily scalable. (It is scalable, just not easily so).
- Underestimating the way we have been formed and patterned by our own teachers.
- Underestimating the time it would take to unlearn our progressive teaching habits to become skilled as classical educators. Think: 5-10 years.
- Growing proud when successful.
- Becoming too tightly identified and bound up with our efforts that we became defensive, brittle, serious—and unable to hear and learn from our critics and mistakes.
- At times we became intemperate, cowardly, unwise, foolish, and unfair. Sometimes unloving, unfaithful, ungenerous, despairing. Sometimes brash and rash. We have shown ourselves fallen human beings in need of sanctification.

# Our Call and Hope

- Bring a liberating, liberal, and classical Christian education to many, many more people and so refresh the church, begin to remake culture, and in so doing glorify and enjoy God.

# Conclusion



# Virtue

- *Arete*
- Excellence
- Human capacity fully developed
- *Vir—Virtus*
- *Virile, Virility, Virtue, Virtuous, Virtuosity*

# Kinds of Virtues

**Moral Virtues:** *moralis* (manner, character, proper behavior); avoiding extremes of excess and deficiency

**Civic Virtues:** *civilis* (civil, courteous); cultivation of habits important for the success of a community

**Intellectual Virtues:** *intellectus* (understanding); deep personal qualities or character strengths required for good thinking and learning



# Kinds of Virtues

**Cardinal Virtues:** *cardo, cardanis*

(hinge); four classic, natural, moral virtues that humans can cultivate by imitation and practice. **Prudence, Fortitude, Temperance, Justice**

**Theological Virtues:** three supernatural virtues that humans can cultivate with divine aid. **Faith, Hope, Love**

# What Is a Student?

# What Is a Student?

- **Studious:** *Studium*—zeal, eagerness

# What Is a Student?

- Studious: *Studium*—zeal, eagerness
- **Diligence:** *Dilegere*—to esteem, prize, have fondness and affection for

# What Is a Student?

- Studious: *Studium*—zeal, eagerness
- Diligence: *Dilegere*—to esteem, prize, have fondness and affection for
- **Attentive:** *Attendere*—to stretch, reach



# What Is a Student?

- Studious: *Studium*—zeal, eagerness
- Diligence: *Dilegere*—to esteem, prize, have fondness and affection for
- Attentive: *Attendere*—to stretch, reach
- **Ecstatic:** *Ekstasis*—lifted up and out of

# What Is a Student?

- Studious: *Studium*—zeal, eagerness
- Diligence: *Dilegere*—to esteem, prize, have fondness and affection for
- Attentive: *Attendere*—to stretch, reach
- Ecstatic: *Ekstasis*—lifted up and out of
- **Disciplined:** *Discipulus*—learner, follower, disciple

# What Is a Student?

- Studious: *Studium*—zeal, eagerness
- Diligence: *Dilegere*—to esteem, prize, have fondness and affection for
- Attentive: *Attendere*—to stretch, reach
- Ecstatic: *Ekstasis*—lifted up and out of
- Disciplined: *Discipulus*—learner, follower, disciple
- **Virtuous:** *Virtus* — Fully-developed human capacities

# What Is a Student?

- **Studious**
- **Diligence**
- **Attentive**
- **Ecstatic**
- **Disciplined**
- **Virtuous**

# What Is Virtue?

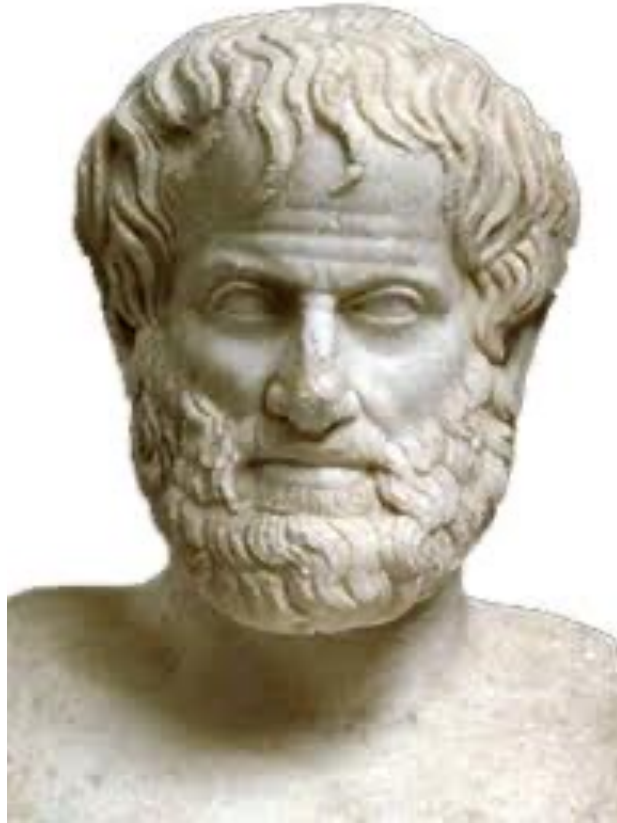
- *Arete*
- Excellence
- Human capacity fully developed
- *Vir—Virtus*
- *Virile, Virility, Virtue, Virtuous, Virtuosity*



# Virtue as Habit

# What Is Virtue?

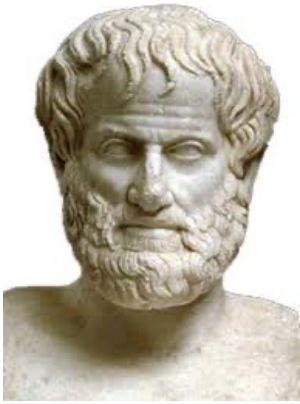
- **Definition of Virtues:** Virtues are dispositional properties along with the concerns and capacities for judgment and action that constitute them. Virtues are deeply embedded parts of our character that readily dispose us to feel, think and act in morally appropriate ways as our changing circumstances require.
- **Plato:** we think with our whole soul; it is not the mind that thinks but the man. S: “How will you manage to think rightly with a sick soul, a heart ravaged by vice, pulled this way and that by passion, dragged astray by violent or guilty love? ...passions and vices relax attention and scatter it, lead it astray, and they injure the judgment in roundabout ways...knowledge depends on the direction given to our passions and on our moral habits.”
- **Compare CS Lewis:** *You don't have a soul—you are a soul. You have a body*



It is by doing just acts that a just man is produced,  
and by doing temperate acts the temperate man.  
--Aristotle



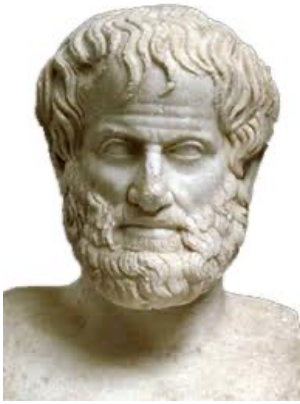
"We are what we repeatedly do.  
Excellence is not an act, but a habit."  
--Will Durant



# Born to.... Know

- Aristotle: all human beings “by nature desire to know” (*Metaphysics*, Book I). All people are born curious.
- Book II of the *Nichomachean Ethics*: Every virtue has two corresponding vices or defects: a vice of deficiency and a vice of excess.



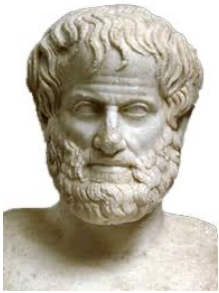


# Extreme—Mean--Extreme

Cowardice

Courage

Rashness



# Deficiency—Mean--Excess

## Aristotle's Concept of the Golden Mean

Deficiency (-)	BALANCE	Excess (+)
cowardice	COURAGE	rashness
stinginess/miserliness	GENEROSITY	extravagance
sloth	AMBITION	greed
humility	MODESTY	pride
secrecy	HONESTY	loquacity
moroseness	GOOD HUMOR	absurdity
quarrelsomeness	FRIENDSHIP	flattery
self-indulgence	TEMPERANCE	insensibility
apathy	COMPOSURE	irritability
indecisiveness	SELF CONTROL	impulsiveness

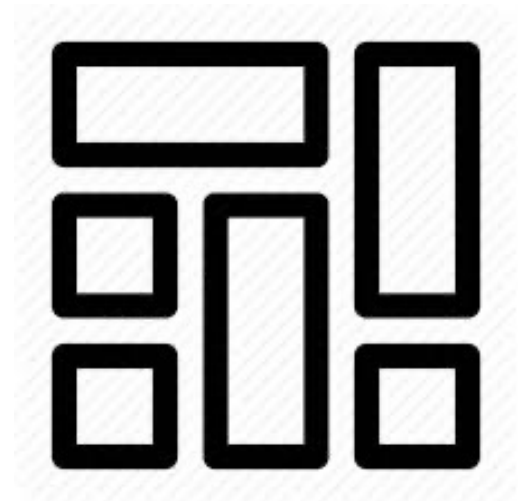
# Habit

- Where one dwells
- ***Habito***: I dwell, reside, abide, live
- Habitation
- Inhabit



# Disposition

- State of mind regarding something
- Inclination
- Prevailing tendency
- ***Dispono***: to set out, arrange



# Discipline

- Training to act in accordance with rules
- A regimen that develops or improves a skill
- ***Disciplina***: system, training, discipline, habits, teaching, instruction
- ***Discipulus***: pupil, apprentice, student





# Anti-Intellectual Spirit of Our Age

- Subjective
- Pluralistic
- Individualistic
- Amused



# Anti-Intellectual Spirit of Our Age

- Anti-intellectualism gives rise to the most extreme, the most morally deplorable form of sloth. It is to be found in persons for whom the ultimate objectives in life are the maximization of pleasure, money, fame, or power and who, thus motivated, express their contempt for those who waste their lives in purely intellectual pursuits. It is almost as if they wished they did not have the burden of having intellects that might distract them from their fanatical devotion to nonintellectual aims.
- --Mortimer Adler, *Intellect: Mind over Matter*



# Newman

1. **Clear, calm, accurate vision**
2. **Comprehension** of all things
3. Each in its place
4. With its own characteristics
5. **Prophetic** from history
6. **Heart-searching** from knowl. of human nature
7. **Supernatural charity** from lack or prejudice
8. **Repose of faith** because it can't be startled
9. **Beauty and harmony** because of contemplating harmony

# Ordered Harmony

- *Ordiri*: Weave, row of threads in a loom
- Rightly order the city, the church, the school
- Rightly order the soul
- Ordered Loves / *Ordo Amoris*





# Augustine

- But living a just and holy life requires one to be capable of an objective and impartial evaluation of things: to love things, that is to say, in the right order, so that you do not love what is not to be loved, or fail to love what is to be loved, or have a greater love for what should be loved less, or an equal love for things that should be loved less or more, or a lesser or greater love for things that should be loved equally. (*On Christian Doctrine*, I.27-28)



# Intellectual Vices and Virtues

Vices	Virtues
Sloth	Love
Sensuality	Humility
Pride	Constancy/Studiousness
Envy	Patience
Irritation	Perseverance/Courage
	Prayer

# Intellectual Vices

**DISORDERED PASSIONS:** Prevent and hinder the acquisition of knowledge.

- Passions and vices relax attention
- Passions and vices injure judgment
- Knowledge depends on the direction given to our passions and on our moral habits

# Intellectual Vices

- **Sloth:** The grave of the best gifts (because they are not used)
- **Sensuality:** Makes the body weak and lethargic, befogs the imagination, dulls the intelligence, scatters the memory

# Intellectual Vices

- **Pride:** Sometimes dazzles and sometimes darkens, so drives us in the direction of our own opinion that the universal sense escapes us
- **Envy:** Obstinate refusal to acknowledge some light other than our own
- **Irritation:** Which repels criticism and comes to grief on the rock of error

# Intellectual Vices

- **Vices Gang Up:** they bring one another...lead to one another, are interconnected.
- **Antidote:** Purity of thought requires purity of soul.



# Combatting Vices

- **Virtues Unite Too:** The True and the Good are interconnected, dwell together at the summit to which we climb. We climb and labor out of a love for the truth, which is always connected to what is good.

# Civic Virtues and Vices

# Civic Virtues

- **Civilized Behavior**
- **Discourse/Conversation/Agreement**
- **Contribution/Work**
- **Staying Informed**
- **Generosity**

# Civic Virtues

On my honor I will do my best  
To do my duty to God and my country  
and to obey the Scout Law;  
To help other people at all times;  
To keep myself physically strong,  
mentally awake, and morally straight.

# Civic Virtues

A Scout is Trustworthy, Loyal, Helpful, Friendly,  
Courteous, Kind, Obedient, Cheerful, Thrifty,  
Brave, Clean, and Reverent.



# Moral Virtues and Vices

# Moral Virtues and Vices

Virtue ◆	Latin ◆	Gloss ◆	Sin ◆	Latin ◆
Chastity	<i>Castitas</i>	Purity, abstinence	Lust	<i>Luxuria</i>
Temperance	<i>Temperantia</i>	Humanity, equanimity	Gluttony	<i>Gula</i>
Charity	<i>Caritas</i>	Will, benevolence, generosity, sacrifice	Greed	<i>Avaritia</i>
Diligence	<i>Industria</i>	Persistence, effortfulness, ethics	Sloth	<i>Acedia</i>
Patience	<i>Patientia</i>	Forgiveness, mercy	Wrath	<i>Ira</i>
Kindness	<i>Humanitas</i>	Satisfaction, compassion	Envy	<i>Invidia</i>
Humility	<i>Humilitas</i>	Bravery, modesty, reverence	Pride	<i>Superbia</i>

# Moral Virtues and Vices

Capital Sins  
Fountain Sins  
Root Sins  
Source Sins  
Deadly Sins

“When good things are wrongly pursued, sin happens.”

# The Four Cardinal Virtues



**Prudence**

**Justice**

**Fortitude**

**Temperance**



# The Four Cardinal Virtues

1. Good that exists by the act of reason: **Prudence**
2. Good put into order in operations: **Justice**
3. Good imposed into order by curbing passions: **Temperance**
4. Good imposed into order by strengthening against fear: **Fortitude**







# The Four Cardinal Virtues

**Prudence:** All reality

**Justice:** Fellow man

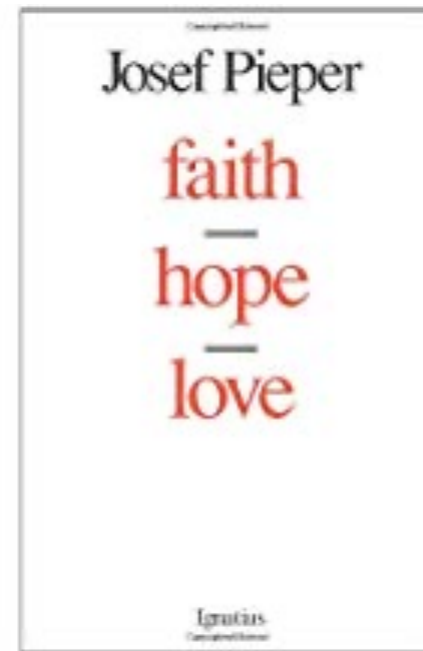
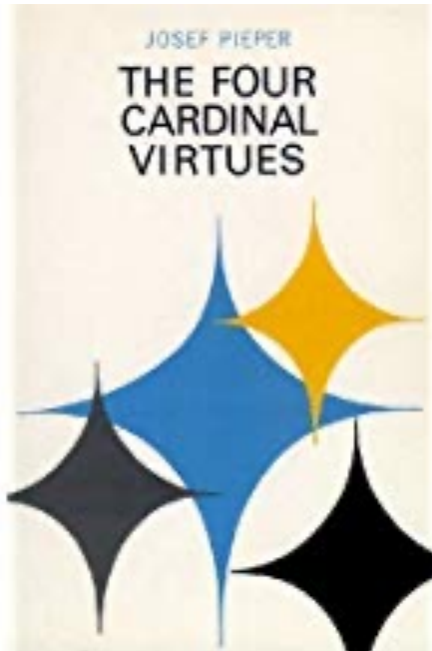
**Fortitude:** Possessions, outer life

**Temperance:** Man himself, inner life





# Josef Pieper





# The Four Cardinal Virtues as Love

For these four virtues ... I should have no hesitation in defining them: that **temperance** is love giving itself entirely to that which is loved; **fortitude** is love readily bearing all things for the sake of the loved object; **justice** is love serving only the loved object and therefore ruling rightly; **prudence** is love distinguishing with sagacity between what hinders it and what helps it. (*De moribus eccl.*, Chap. xv)



# Three Theological Virtues

Faith

Hope

Love



# Virtues in Art











Temperance



Fortitude



Prudence



Justice





































# Master Virtues: Love

## Proverbs 2

1. My son, if you accept my words  
and store up my commands within you,
2. turning your ear to wisdom  
and applying your heart to understanding,
3. and if you call out for insight  
and cry aloud for understanding,
4. and if you look for it as for silver  
and search for it as for hidden treasure,
5. then you will understand the fear of the LORD  
and find the knowledge of God.

# Master Virtues: Love

- John 5:41-42: I know that you do not have the love of God in your hearts....I have come in my Father's name and you do not accept me. How can you believe if you accept praise from one another, yet make no effort to obtain the praise that comes from the only God? **MORAL→**  
**INTELLECTUAL**
- John 7:17: If anyone chooses to do God's will, he will find out whether my teaching comes from God or whether I speak on my own.



# Master Virtues: Love

- John 8: If you hold to my teachings you are really my disciples. Then you will know the truth, and the truth shall set you free (over the library at the Univ. of VA).
- Jer. 29:13: You will seek me and find me...when you seek me with all your heart...I will be found by you.
- Matthew: 7: 7: Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives, he who seeks finds, and to him who knocks, the door will be opened.

# Master Virtues: Love

- In religious and moral realms: If one loves the truth, one will do the truth one knows; if one does the truth one knows, one will be rewarded with more truth.
- THEREFORE: Obey what we know.
- Students: Use your rhetoric, logic, etc. Use your writing skill.  
Frustrated Teacher: You know that...I taught you that!  
Think...Recollect...Call up...Do what you know.
- Other Subjects: Athletics, Music, Language, Martial Arts
- Matt. 25: Take the talent from him and give it to the one who has ten talents. For everyone who has will be given more, and he will have an abundance. Whoever does not have, even what he has will be taken from him.



# Unity of the True and Good

- **LOVE:** Love is the source of unity of life... “Tell me what you love and I will tell you what you are.”  
Truth visits those who love her.
- **THE GOOD:** The true springs up in the same soil as the good—their roots communicate



# Multiplication of Virtue

- **LINKAGE OF TRUTH TO TRUTH:** By doing the good we know. All truths are linked together—when we pay that homage by living the truth of life, we draw near to the supreme light and to all that flows from it. By practicing what we know we merit the truth we don't know. If I embark on the tributary, I reach the river, and then the sea.



# Orientation of the Virtues

- **PYRAMID OF THE GOOD AND TRUE:** Each one face of the pyramid leading up to God. Pursuing God eliminates pride, etc.





# The Chief Virtue: Humility

- Height is the measure of littleness. Always conscious of the immensity of the true and of the slenderness of our resources, we shall not undertake anything beyond our power. We shall rejoice then, in what has been given us in our measure.
- Humility: We simply cannot know what don't know unless someone who knows what we can't know tells us.



# The Chief Virtue: Humility

- Response to Smart People: Progress requires peace and cooperation; greatly hindered by pettiness of mind. In face of other's superiority, there is only one honorable attitude, to be glad of it, and then it becomes our own joy, our own good fortune.

# The Chief Virtue: Humility

- **Others Are More Important:** Compare to Phil 2: Regard others as more important than yourselves...
- **Entertain Other Thoughts:** Never ignore, refuse what may be thought against your own thought. Never unduly prefer one's own opinion.
- **Guard Your Conclusions:** What we have won by study and considered carefully must be guarded against unjustified second thoughts and scruples.

# The Chief Virtue: Humility

- **Acknowledge Your Limitations:** Don't over-extend one's field of research.
- **Acknowledge Limitation of Reason:** Reason cannot do everything. It's last step is to recognize its limitations. Compare Pascal: The heart has its reasons, the reason of which reason knows nothing.
- **Your Mind is a Tool:** The intellect is only a tool: the handling of it determines the nature of its effects.

# Intellectual Virtues: Virtues Proper to the Student

- **Temperance/Studiousness**
- **Constancy**
- **Patience**
- **Perseverance/Courage**



# Intellectual Virtues: Virtues Proper to the Student

- **Temperance/Studiousness:** temper our studies
- **Excess:** Excess in negligence
- **Excess:** Excess in vain curiosity/ambition (**Studium** versus **Curiositas**)
- **Balance:** Study needs to be balanced with other duties/responsibilities
- **Excess:** Going beyond one's powers: leads to errors and waste of capacity:
  - Go to the sea by the streams, not directly
  - If you want to see things grow big, plant small
  - Start at the beginning, master each step
- **Constancy:** which keeps steadily at the task
- **Patience:** which bears difficulties well
- **Perseverance/Courage:** which prevents the will from flagging

# Prayer

- But study must leave room for worship, prayer and direct meditation on the things of God. **A divine office:** it seeks out and honors the traces of the creator or his images—it must make way at the right moment for direct intercourse with him.
- The order of the mind must correspond to the order of things. In the world of reality, everything rises toward the divine, everything depends on it.
- Every study is a study of eternity
- Behind all our dependence is study of eternity
- Behind all our dependences is the primal dependence
  - Supreme Bond
  - The Gift
  - The Spring
  - The Heart

# Prayer

- Must not the mind refer back to it unceasingly, and never for a minute lose touch with what is thus the ALL of all things, and consequently of all knowledge?
- Each truth is a fragment which does not stand alone but reveals connections on every side. Truth in itself is one and Truth is God.
- One might say a particular truth is only a symbol, a symbol that is real, a sacrament of the absolute....it is a sign, but not of itself...it live by what it borrows.
- We retrace the footsteps of the Divine Walker.
- ***Study = Prayer for the Truth***

# Another Helpful Chart

## **Starting/Beginning Study**

- Curiosity
- Intellectual Humility
- Intellectual Autonomy

## **Executing Well**

- Attentiveness
- Intellectual Carefulness
- Intellectual Thoroughness

Intellectual Virtues Academy  
[www.intellectualvirtues.org](http://www.intellectualvirtues.org)

## **Handling Challenges**

- Open-Mindedness
- Intellectual Courage
- Intellectual Tenacity

# The Intellectual Virtues: The Cultivation of Right Educational Habits

How to Teach the Virtues



# Chart of Virtues

## **Acquisition Virtues:**

**passion for truth**

inquisitiveness

teachableness

persistence

humility

## **Application Virtues:**

**passion for holiness**

will to do what one knows

love

fortitude

integrity

humility

## **Maintenance Virtues:**

**passion for consistency**

perseverance

courage

constancy

tenacity

patience

humility

## **Communication Virtues:**

**compassion for others**

clarity of expression

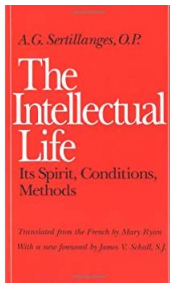
orderliness of presentation

aptness of illustration

humility

# Intellectual Vices and Virtues

Vices	Virtues
Sloth	Love
Sensuality	Humility
Pride	Constancy/Studiousness
Envy	Patience
Irritation	Perseverance/Courage
	Prayer

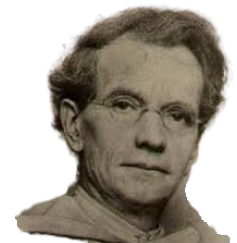


# Body and Mind

- Minds can only communicate through the body; first then, do not be ashamed to endeavor to keep well. “A sound mind in a sound body.” Sound hygiene, is almost for you and intellectual virtue.
- S: Open air, deep breathing, rhythmic stretching, frequent walks (before and after work). EVERY DAY YOU SHOULD TAKE EXERCISE. Those who do not take time to exercise must take time to be ill. Easy manual work. Take time for real vacations = the predominance of rest, fresh air, and exercise out of doors.
- Diet: Light and moderate.
- Sleep: Neither too much nor too little.
- For an intellectual/thinker: The care of the body, which is the instrument of the soul is virtue and wisdom.

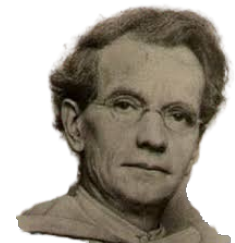
# The Organization of One's Life

- **Simplify:** beware of society-life; Vocation is concentration
- **Solitude:** Exterior and Interior: Thomas: "I want you to be slow to speaking and slow to going to the parlor. Don't not busy yourself about the words and actions of those in the world" (= People magazine) Avoid useless outings above everything. Love your cell, if you desire to be admitted to the wine-cellar"
- **Quiet Recollection.** Solitude and silence. Without retirement there is no inspiration. Peace—the tranquility of order, puts order in your thoughts, feelings and investigations. Compare Jesus: he preserved his solitude. Great discoveries are but the reflections on facts common to all. 77
- **Friends/Fellows:** kinship of minds. Friendship: Friendship is an obstetric art; it draws out our riches and deepest resources; it unfolds the wings of our dreams and hidden indeterminate thoughts; it serves as a check on our judgments, tries out our new ideas, keeps up our ardor, and inflames our enthusiasm. (Cf. Lewis, Tolkien, Williams)



# Excursus on Solitude: Frame of Mind & Spirit

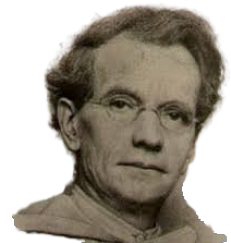
- **WITHDRAW/ACT:** ZONE OF SILENCE: Do you want to do intellectual work? Begin by creating within you a zone of silence, a habit of recollection, a will to renunciation and detachment which puts you entirely at the disposal of the work.
- **APPLICATION:** Music, space, homework
- **Ecstasy**: Intellectual work begins by a moment of ecstasy—only in the second place does the talent of arrangement, the technique of transitions, connection of ideas come into play. Now what is this ecstasy but a flight upwards, away from self, a forgetting to live our poor life, in order that the object of our delight may live in our thought and in our heart?
- **Meditating** on the truth of our eternity—that our true being lies...revealed to us only in the silence of our souls—that is in the exclusion of foolish thoughts which lead to a puerile and dissipating indulgence in distraction in the repression of the murmured suggestions that our disordered passions never weary of uttering





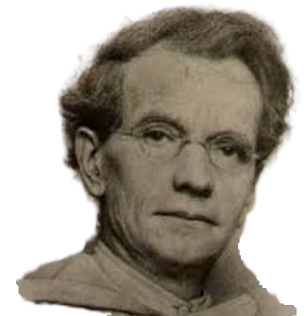
# Rest and Joy

- PASCAL: The whole calamity of man comes from one single thing, that he cannot keep quiet in a room.
- THOMAS: contemplation begins in love and ends in joy; it begins in the love of the object and the love of knowledge as an act of life; it ends in the joy of ideal possession and of the ecstasy it causes. 255  
“To see the order of the universe and the dispositions of divine Providence is an eminently delightful activity.” ..To think God’s thought after him, walk after the Divine Walker.
- Rest to S: Giving up all effort and withdrawing to the Fount of Life...a return to our origins, the origins of life, of strength, of inspiration...Can include restful activities, recreation, conversation, etc.



# Intellectual Disciplines

- Solitude
- Time
- Attention
- Lateral Thinking
- Prayer



# Taxonomy of Intellectual Virtues

## STARTING STUDY

- **Curiosity:** a disposition to wonder, ponder, and ask why. A thirst for understanding and a desire to explore. **Slogan:** Ask questions!
- **Intellectual humility:** a willingness to “own” one’s intellectual limitations and mistakes. Unconcerned with intellectual status or prestige. **Slogan:** Admit what you don’t know!
- **Intellectual autonomy:** a capacity for active, self-directed thinking. An ability to think and reason for oneself. **Slogan:** Think for yourself!

# Taxonomy of Intellectual Virtues

## EXECUTING WELL

- **Attentiveness:** a capacity for being “present” while learning. Notices and attends to important details. **Slogan:** Look and listen!
- **Intellectual carefulness:** a sensitivity to the requirements of good thinking. Quick to notice and avoid intellectual pitfalls and mistakes. **Slogan:** Avoid errors!
- **Intellectual thoroughness:** a willingness to probe for deeper meaning and understanding. Unsatisfied with mere appearances or easy answers. **Slogan:** Go deep!

# Taxonomy of Intellectual Virtues

## HANDLING CHALLENGES

- **Open-mindedness:** an ability to think outside the box. Gives a fair and honest hearing to competing perspectives. **Slogan:** Think outside the box!
- **Intellectual courage:** a readiness to persist in thinking or communicating in the face of fear, including fear of embarrassment or failure. **Slogan:** Take risks!
- **Intellectual tenacity:** a willingness to embrace intellectual challenge and struggle. Keeps its “eyes on the prize” and doesn’t give up. **Slogan:** Embrace struggle!