TRUE EDUCATION

What every parent needs to know. . .

H. Edward Rowe

A.C.E. School of Tomorrow®
P.O. Box 2707
Hendersonville, TN 37077-2707
615-612-5200 1-800-925-7777

TRUE EDUCATION

What every parent needs to know...

2023 Revision
© 1990 Accelerated Christian Education, Inc.
All rights reserved. Printed in the United States of America. No part of this book may be reproduced in any form, except for brief quotations in reviews, without written permission of the publisher.

ISBN: 1-56265-000-9
Printed in the United States of America

To parents everywhere who have sacrificed their own material possessions in order to provide a God-centered education for their children.

CONTENTS

Introduction: What Is True Education? 7

1. Conditions of True Education 13
    Parental Responsibility 13
    Philosophical Consistency 14
    Methodological Consistency 15
    Prescription 15
    Individualization 16
    Student Responsibility 19

2. Content of True Education 21
    Spiritual 21
    Individual 22
    Responsibility 23
    Academic 23
    Test Scores 24
    Technological 25

3. Consequence of True Education 27

Conclusion: Availability of True Education 31

Introduction
What Is True Education?

For the purposes of this booklet, *True Education* is defined as the process by which a student experiences the development of the following seven qualities:

1. Spiritual and moral maturity
2. Knowledge of truths and facts
3. Ability to think rationally
4. Practical capabilities and skills
5. Productivity in accomplishment of goals
6. Commitment to traditional values
7. Adjustment to the challenges of life

According to this definition, any school that omits one or more of these seven features is failing to provide a *true education* for its students.

This means that over 49 million[1] children in government-funded schools of the U.S.A. are not receiving a *true education.* By

omitting the spiritual and moral dimension, the architects of modern government education are ignoring the necessary foundation of *true education.*

Our Lord Jesus Christ was explicit in His warning that the house built upon sand will not endure (Matthew 7:24-27). This warning applies to the instruction of our children in this modern world.

The message is clear. As a parent, you must provide for the education of your child upon a foundation that is true, stable, and reliable. That foundation is Jesus Christ (I Corinthians 3:11).

Dr. Ronald E. Johnson, a former public school administrator, offers the following critique of the public schools and why they are failing:

- They remove values and eject discipline
- They wink at cheating and smirk at prayer
- They fail at phonics and pass on illiteracy
- They promote sex and flunk virtue
- They win at sports and lose at reasoning
- They compel compliance and reward mediocrity

With that kind of record, it is no wonder that "nearly half of all 17 year olds cannot read, write, and compute at the 9th grade level."[2] It is commonly believed that U.S. companies are spending billions of dollars on remedial and other educational programs. In fact, "25 percent of young adults who enter post-secondary education are required to take remedial classes in reading, writing, or mathematics."[3]

In addition to academic problems, social and behavioral issues further complicate the educational process. Almost 75 percent of teenagers have had sexual experience outside marriage by the time they reach age 20.[4] "Each year in the United States 800,000–900,000 adolescents become pregnant before the age of 19."[5] "The teen birth rate increased in more than half of all 50 states in 2006…"[6] It is reliably reported that over "30 percent of 8th graders have used alcohol, and by 12th grade 66 percent of teens have used alcohol," and "10 percent of teens in 12th grade have abused prescription drugs."[7] Seventeen percent of any illicit drug used in the last 30 days has been by teens 17 years old.[8] The rate of attempted suicide by American young people has tripled since 1960.[9]

It is no wonder that more than a third of all U.S. public school adolescents are the objects of violence or threatened violence at school.

It is no wonder that high school students are facing danger each day from drug abuse, pregnancy, sexually transmitted diseases, suicide, rape, robbery, assault, burglary, arson, bombings, and drive-by shootings.

It is no wonder that, due to rising crime in public school buildings, administrators are being forced to install metal detectors and electronic door-lock systems to protect students from drug pushers and street gangs.

It is no wonder that armed policemen are stationed in school hallways, that searches are conducted to locate guns and knives, that "anonymous tip" hot lines have been established, and that safety

drills are conducted for protection against gunfights between rival gangs.

It is no wonder that a disproportionately large number of public school teachers are placing their own children in non-public schools.

In contrast to what the government school systems are offering, *true education* is God-centered. It is education that assists a child in the development of a Biblical spiritual life and moral character. It is education that develops factual knowledge, reasoning power, and practical skills. It is education that fosters productivity, continuing growth in commitment to traditional values, and a successful, happy adjustment to life.

Your child deserves a *true education*. The purpose of this booklet is to offer you as a parent valuable insight as to what *true education* is, the conditions under which it can take place, the content that it must convey, and the life-enriching consequences that will result from it.

This booklet is sent forth with the prayer that it will enjoy a wide circulation among pastors, members of church congregations, and other concerned Bible believers who agree that their children, America's children, and the world's children deserve a *true education*.

Sources:

1. "Table 1," Projections of Educational Statistics to 2018, National Center for Education Statistics, March 2009.

2. "What State and Local Leaders Need to Know about Improving Literacy Skills for Out of School Youth," National Center on Education and the Economy Workforce Development Strategies Group, November 2004.

3. National Center for Education Statistics, Remedial Education at Degree-Granting Post-Secondary Institutions (2003)," See also "The Cost of Remedial Education…The Cost to Michigan Employers," Mackinac Center for Public Policy (p.7), September, 2000.

4. http://www.familyfirstaid.org/teen-sex-statistics.html

5. "National and State-Specific Pregnancy Rates Among Adolescents," http://www.cdc.gov/mmwr/preview/mmwr.html

6. "Federal Report on America's Children Released," July 2009.

7. http://www.familyfirstaid.org/teendruguse.html

8. National Survey of Drug Use and Health, 2008. http://www.icpsr.umich.edu/quicktables/quickoptions.do

9. Bennet, William J., *The Index of Leading Cultural Indicators*, Heritage Foundation & Empower America, 1994. rev. ed., 1999.

1
Conditions Of True Education

True education can only take place under certain conditions. The following are four conditions that must be met if your child is to receive a *true education*.

You as a parent must take responsibility for the education of your child.

The home is the primary institution established by God (Genesis 2:18, 24). God commanded that parents should "teach" their children "diligently" the truths of His revealed Word (Deuteronomy 6:6, 7). In the New Testament, fathers are exhorted to rear their children "in the nurture and admonition of the Lord" (Ephesians 6:4).

God knows that no other person is as qualified to be responsible for the education of your child as you are. No other person loves your child as you do. And "Love never fails" (I Corinthians 13:8).

Love never fails to accept responsibility for the betterment of its object. Love never fails to be concerned—never fails to care. Love will motivate you to provide the best possible education for your child.

This means you must either educate your child yourself, as many "homeschoolers" do, or else you must delegate the responsibility to others who share your spiritual commitment and will fulfill your parental requirements. You as a parent must be in control of your child's education.

You must see that your child is educated under an adequate philosophy of education.

Philosophy is a set of principles that determine thought and conduct. A *philosophy of education* will determine the kind of education your child will receive. The question that ought to be asked is this: Is the philosophy of education consistent with God's Word?

Paul the Apostle warns of vain and deceptive philosophy that is based on human tradition and worldly principles (Colossians 2:8). Such a philosophy, says Paul, will "spoil" (literally *take captive*) those who are influenced by it.

Clearly it is not the will of God to place your child under a philosophy of education that will shackle, enslave, and ruin him.

God is the source of all truth. A philosophy of education that keeps God at the center and is founded on His revealed truth is essential to true education. True education cannot occur in an atmosphere that ignores or forbids the recognition of God.

When deciding how and where to educate your child, ask penetrating questions about the philosophy of education subscribed to by the

school being considered. Whatever that philosophy may be, it will determine the kind and quality of education that your child would receive in that school.

A philosophy of education that is consistent with God's Word must be your basic and primary concern.

> **You must insist that the method of your child's education be designed to meet his or her needs as a unique individual.**

The student who is required to proceed in "lock-step" with an entire class of 25 to 40 other students and age-graded textbooks may encounter severe problems. The high achiever and rapid learner may become bored—and the slower learner may become overwhelmed, confused, and depressed. A.C.E. School of Tomorrow® avoids these problems by means of consistent procedures known as *prescription and individualization.*

Prescription

It is important to determine at exactly what point in the A.C.E. School of Tomorrow curriculum a new student should begin. This is accomplished through a simple diagnostic process.

Just as a physician diagnoses a physical ailment and writes a prescription, the A.C.E. School of Tomorrow educator administers a diagnostic test, then prescribes an education program designed to precisely meet the student at the level of his or her educational need. The A.C.E. School of Tomorrow curriculum is *diagnostically*

prescribed. Each individual student introduced to the program will bypass material he already knows and begin studying the curriculum consistent with where he or she can learn and progress at a steady rate.

Individualization

Each individual student will proceed at his or her own rate of learning, depending on that person's unique ability and motivation.

The A.C.E. School of Tomorrow curriculum is geared not to class progress, but to individual progress. The education is tailored to and consistent with the student's personal uniqueness.

This approach recognizes the individual student in a very special way. In a number of cases, students requiring remedial education have been taken from government schools and placed in schools using the A.C.E. School of Tomorrow curriculum—with excellent results.

A striking example was Frankie, a child with Down syndrome. After three years in a government school and two years under a private tutor, he could read only a very few words.

At 11 years of age, he was enrolled in a small church-operated school using the A.C.E. School of Tomorrow curriculum. After one year, Frankie had completed 89 PACEs (curriculum booklets) with a 90 percent grade average. He demonstrated the ability to read 20 words per minute with 99 percent comprehension.

Dr. Anthony Lease, Superintendent of a Northern Virginia public school system, is a self-critic of the way public schools are structured.

In the *Newsletter of the Society for Applied Learning Technology* (Spring 1990), Dr. Lease wrote:

> We as educators have fallen into a trap. If we are to have quality in our schools, we must begin by organizing our schools around the way students learn. We know, for example, that students learn at different rates. But we organize our schools around what is administratively convenient, forcing students with varying skills and levels of readiness into fixed predetermined blocks of time, age levels and grade levels. We do not routinely organize instruction based on student success in reaching specific goals.

This critique of the lock-step, chalk-and-talk method of public education comes from an insider, and is well taken. It reveals how far "assembly-line education" has strayed from the one-room school house, which produced more highly educated graduates in an earlier period of American history.

Why did the one-room schoolhouse produce a better educated graduate? Albert Shanker, President of the American Federation of Teachers, explains:

> Teachers in one-room schoolhouses almost never lectured. These teachers knew there wasn't much they could say simultaneously to a roomful of kids of different ages and stages of learning. So teachers moved from one group of two or three students to another. Because they couldn't spend much time with any group, they usually assigned some work to each, making sure that the group had a pretty good idea of how to proceed. Periodically, the teacher would return

> to each group to make sure the work was being done correctly and to offer help where it was needed. And teachers frequently asked students who had mastered a particular task to help those still struggling to learn it.
>
> Teachers in one-room schools managed to teach kids with an eight-year age range, and we should be able to manage classrooms with a similar range of differences. Nor should we view this way of doing things as inferior to our current system. What one-room school teachers did out of necessity – avoid teacher talk and get kids to do work on their own or in small groups—is actually a superior way of getting them to learn (*SALT Newsletter*, 50 Culpeper St., Warrenton, VA 22186, Spring 1990).

Just as the regimented economies of many nations have failed miserably, the regimented, mass-production educational system has likewise failed. A major reason for this is its consistent failure, in modern times, to *individualize* education so as to meet the exact needs of each student.

For many years, A.C.E. School of Tomorrow has been the world's foremost leader in demonstrating the success of *individualized education*. There can be no doubt that this method is superior. The student experiences a sense of value, importance, and motivation as achievable goals are set and accomplished on a regular basis. Best of all, the student receives a superb education.

The fourth condition that must be met if your child is to receive a true education is the following:

> **You must determine that your student will take responsibility for his learning and be inspired to learn.**

Bob was a freshman who transferred from a public school to a private school using the A.C.E. School of Tomorrow curriculum. At the public school, his grades were abysmal—all D's and F's.

After three years and six months of taking responsibility for his learning by the use of goal setting and inspirited motivation by trained Learning Center personnel, Bob graduated with a 95.4 percent average. He then made a visit to his former school to inquire about the four boys who had been his closest friends there. He learned that two had dropped out of school, one was in drug rehabilitation, and another was in jail.

The uninspiring environment of the government school had brought four youths to discouragement and defeat. At the same time, the A.C.E. School of Tomorrow curriculum, and loving, caring supervision of the learning process, had brought Bob upward to higher ground and striking achievement.

"Had it not been for the Christian school and Christian teachers," Bob explained at his graduation ceremony, "I would undoubtedly be somewhere else tonight." Over the years a great many similar testimonials have been received at the offices of A.C.E. School of Tomorrow.

Personal responsibility is the detonator that ignites an explosive chain of learning. It opens the soul and stimulates the thinking and reasoning process. It prepares the soil in which education can take place. When personal responsibility is not present to electrify the learning environment, a school will certainly fail to accomplish its educational task adequately.

2
Content of True Education

True education must offer *spiritual, individual, academic,* and *technological* content.

Spirituality is the rudder of the individual intellect. Without adequate spiritual content, education produces unprincipled and destructive barbarians.

Without sufficient intellectual and technological content, education produces offspring who are unable to relate and apply the Bible adequately to the problems and challenges of life.

Spiritual

For almost 50 years, A.C.E. School of Tomorrow has led a significant *back to God* movement in education. Never before had there been a complete self-instructional curriculum spanning all twelve grades that both recognized God and integrated the truth and instruction of His Word throughout.

The A.C.E. School of Tomorrow curriculum does exactly that. Its foundation is the acceptance of the Bible as the Word of God. Every subject is built upon that solid foundation.

The study of science, for example, begins with Genesis 1:1, "In the beginning God created the heaven and the earth." Learning in every

subject centers around what God would have us know in order to conduct ourselves in a righteous and proper manner in this world.

Every PACE (12 of which are equivalent to one year of subject material) is planned carefully to encourage recognition of God, submission to His instruction, and a pattern of life consistent with Biblically defined character.

Individual

Individual character is an exemplary pattern of behavior found in a person. Closely related is *morality*—the individual's discernment to distinguish right from wrong conduct, and the ability to do what is right. Character and morality are rooted in spirituality—the manner of living that results from a proper relationship with the Holy Spirit (Romans 8:9–14; Galatians 5:22–25).

A school or educational system that merely conveys *facts* within a spiritual vacuum runs the risk of producing a crop of vandals who will use those facts for the destruction of other people, their property, and society. The "educated" villain is far more dangerous than the uneducated one.

True education must include a heavy component of orientation in the spiritual dimension of life and actual practice of the moral principles and character traits upon which civilization is founded.

Your child will not learn spirituality, good moral principles, and good individual character in an educational environment where these virtues are not consistently taught and exemplified.

The A.C.E. School of Tomorrow curriculum introduces the student to sixty great Biblical character traits, each of which is expressed in a single word. Examples are *courage, consistency, determination, dependability, resourcefulness, compassion, perseverance, diligence*, and *tolerance.*

These and the other 60 character traits of the individual will become life-shaping influences for as long as the student lives. This character training will help make the student a victorious and sensible person throughout life.

Responsibility

Responsibility is a character trait that is especially emphasized in the A.C.E. School of Tomorrow curriculum. With supervision, the student is made responsible to set his own daily and weekly goals for completing successive portions of the curriculum. The student is always working toward the fulfillment of self-specified goals. Thus the habit of setting realistic goals and achieving them regularly is learned early in life as a vital part of the educational experience. Responsible goal-setting and achievement will distinguish the individual throughout the rest of his or her earthly experience.

Academic

In addition to excellent spiritual and individual character content, it is important for you to make sure that your child will receive an academically superior education. The A.C.E. School of Tomorrow curriculum places a strong emphasis on academic excellence in all subject areas.

This quality of the A.C.E. School of Tomorrow curriculum is a result of an expenditure of approximately $40 million for research, planning, writing, and development over the past two decades. Competent Biblical and professional curriculum writers have participated. Basics and phonics are stressed throughout. No effort has been spared to produce a superior product.

The teaching and learning process is enhanced by modern computer technology, which provides a comparative advantage for the student using the A.C.E. School of Tomorrow curriculum. Verification of the academic excellence and success of A.C.E. School of Tomorrow is accomplished by means of standardized achievement testing.

Test Scores

One method of making a comparison is to equate the over-all average scores of A.C.E. School of Tomorrow students with national norms spanning kindergarten through high school.

Students attending schools that use the A.C.E. School of Tomorrow curriculum are normally tested annually. They are given one of the tests that are used to measure the progress of students (both public and private) across the United States. Scores on these tests provide a valid basis for comparing the performance of students using the A.C.E. School of Tomorrow curriculum with students from public and private schools throughout the United States.

Through the years, overall average performance of students using A.C.E. School of Tomorrow curriculum has consistently exceeded the national averages of all students (public or private) taking the tests.

Academic excellence is a hallmark of schools using A.C.E. School of Tomorrow curriculum and total education system. As a parent, your decision to provide your child with the advantages of a Biblical education will be a very wise one.

Technological

A.C.E. School of Tomorrow has been a world leader in the application of computer technology for the enhancement of the educational process. A.C.E. School of Tomorrow offers computer-enhanced educational materials and state-of-the-art technology.

The student learns computer keyboard skills. He learns how to use computer technology; then he uses the technology to help him learn.

A.C.E. School of Tomorrow's interactive multimedia technology provides hands-on learning for instruction in high school math and sciences. This technology provides your child with his own private teacher. The universe becomes the child's classroom. This up-to-date technology is an important dimension. It helps to ensure your child a high-quality education, both in terms of academic excellence and computer proficiency. It prepares the child to work in the Information Age.

3
Consequence of True Education

True education always produces an educationally superior graduate, as measured by the ability to proceed to higher levels of learning, vocation, and adjustment to life.

More than 1,000 different colleges, universities, military academies, and technical schools have accepted graduates from schools that use the A.C.E. School of Tomorrow curriculum.

One professor in a Christian college stated that he was able to identify those students who had come from high schools using the A.C.E. School of Tomorrow curriculum. Although he had no previous knowledge of schools that his students had attended, he could identify the A.C.E. School of Tomorrow students on the basis of the evident qualities in their lives. He easily singled out those who were responsible, managed their time well, met their goals, and excelled in class. To test the correctness of his observations, he secured verification that he had accurately picked out every former A.C.E. School of Tomorrow student in his class.

Scott Morringer, an A.C.E. School of Tomorrow graduate, scored so well on high-level tests that he received letters of acceptance from three different nationally renowned institutions of high learning—Harvard, West Point, and Annapolis.

Harvard's Dean of Admissions wrote to Scott, "This year, over thirteen thousand students applied for the sixteen hundred places in the freshman class. The Admissions Committee chose individuals who presented a wide variety of academic, extracurricular, and personal strengths.

Your success in this competition demonstrates the clear belief of the Committee that you can make an important contribution to the Harvard community."

Students using the A.C.E. School of Tomorrow program do receive an excellent education. Numerous testimonials in the A.C.E. School of Tomorrow files attest that students who could not learn to read in the government schools readily became fine readers when transferred to a school using the A.C.E. School of Tomorrow curriculum.

Often those children regarded as "discipline problems" and those who required special "remedial" attention responded well when transferred to the A.C.E. School of Tomorrow program.

True education, as defined in the introduction to this booklet, has very positive results.

It affords preparation for solid family values and social interaction.

It prepares the student for employment and success in business and the professions.

It produces spiritually minded, well-adjusted, purposeful individuals who are a credit to any family, church, ministry, profession, business, community, or nation.

Conclusion
Availability of
True Education

Schools and educational systems that meet the seven criteria of the definition given in the introduction to this booklet are making true education available to young people in many parts of the world.

The A.C.E. School of Tomorrow curriculum and total educational system is available currently through more than 7,000 schools in over 140 countries around the world.

Most of these schools are operated by churches that utilize space in their existing facilities for their educational ministry. An increasing number of parents are involved in homeschooling, and they are finding the A.C.E. School of Tomorrow curriculum designed for these purposes to be very effective.

In cases in which church leadership has not yet caught the vision for establishment of a church-operated school, groups of parents and other enterprising citizens have an opportunity to start neighborhood schools using the A.C.E. School of Tomorrow curriculum.

Numerous pastors have testified that the establishment of an A.C.E. School of Tomorrow educational ministry at their church has proven an important factor in stimulating church growth.

Parents residing in almost any community tend to appreciate a local church that cares about their children. Frequently a child is enrolled in the church-operated school, and then the parents are led to Christ and become active in the church.

The A.C.E. School of Tomorrow curriculum materials are Bible-centered, yet do not advocate any special denominational doctrines. Churches of various affiliations use them. Likewise, parents of various denominational preferences send their children to these church-operated schools.

If there is a church-operated school in your community that uses the A.C.E. School of Tomorrow curriculum, it affords an excellent opportunity for your child to receive a *true education.*

To locate such a school, you may direct your inquiry to the Customer Service Department at the Corporate Offices of A.C.E. School of Tomorrow in Hendersonville, Tennessee. You will find the address and telephone number on the title page of this booklet.

A.C.E. School of Tomorrow is a full-service organization and is staffed to assist with all details relevant to the launching of a church-operated school, home-school, or neighborhood school in your community. Please pray seriously about these possibilities.