

What's Wrong With American Education

And How Classical Schools Can Help Fix It

Fundamental Assumption

Ideas have consequences.

**Only ideas have long and lasting
consequences.¹**

It's important to advocate for ideas – **not candidates.**

Over the long term, changing who is elected won't lead to sustainable improvements, only better ideas will.

¹*Ideas Have Consequences* is a book by Richard M. Weaver, published in 1948

Rules for Debate*

Principle of Humility

Remember that you don't know everything, that you've been wrong before, and that you might learn something.

The goal of a debate isn't to win but to establish the truth. You can't lose. If you are proven wrong, you win by knowing the truth.

Judgment of Charity

Assume the best and most honorable motives on the part of your opponent.

*<http://www.newhopefairfax.org/files/Coffin%20Argumentation-20%20principles.pdf>

Rules for Debate*

Gerstner's Law

Do not debate a point of contention until you can state your opponent's position to his or her satisfaction.

Seek Common Ground

Establish common ground as a starting point for the discussion.

*<http://www.newhopefairfax.org/files/Coffin%20Argumentation-20%20principles.pdf>

Common Ground

No one is against public or private education

We all want all schools to succeed and for students to reach their potential no matter where they attend.

No one is against teachers

We all want teachers to succeed and do their best possible work.

Common Ground

All topics are fair game but never personal

It may feel awkward, but we have to give ourselves permission to talk about teacher quality and school quality. Most people involved are trying their hardest, but it's still acceptable to debate their results.

The debate is not about values.

Supporting or opposing more funding for education or advocating a change in policy doesn't mean you don't value education. We're debating how to make it better.

What's Wrong?

Big Idea #1

Education schools often promote well-intended but misleading myths about teaching and learning.

Big Idea #2

Teacher certification, which is based on education schools' well-intended but misleading ideas, contributes little to teachers' effectiveness, and perpetuates the teacher shortage in some subjects.

Big Idea #3

Administrators are influenced by the prevailing ideas in education schools. As a result, they often promote ineffective academic programs and management changes.

What's Wrong?

Big Idea #4

Parents and other “**outsiders**” often have different views of what constitutes a sound education, but have little influence on the content and implementation in the public schools.

Big Idea #5

School choice empowers parents to select schools that reflect what they want for their children, and provides teachers with more options for their work environment.

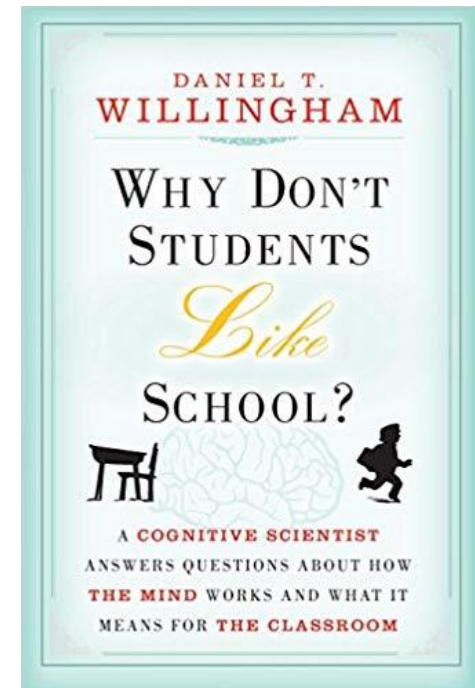
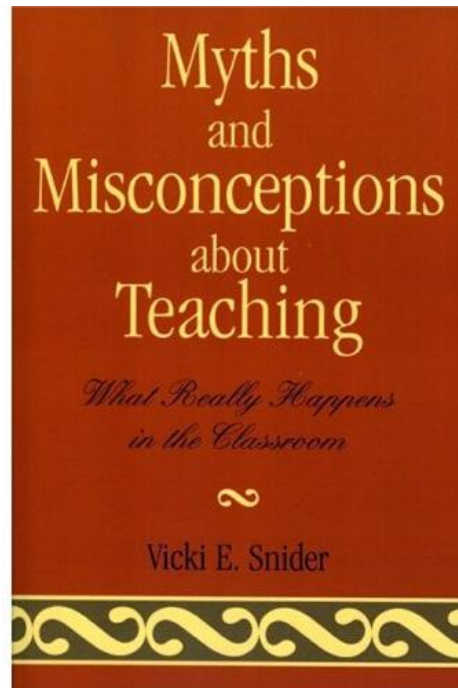
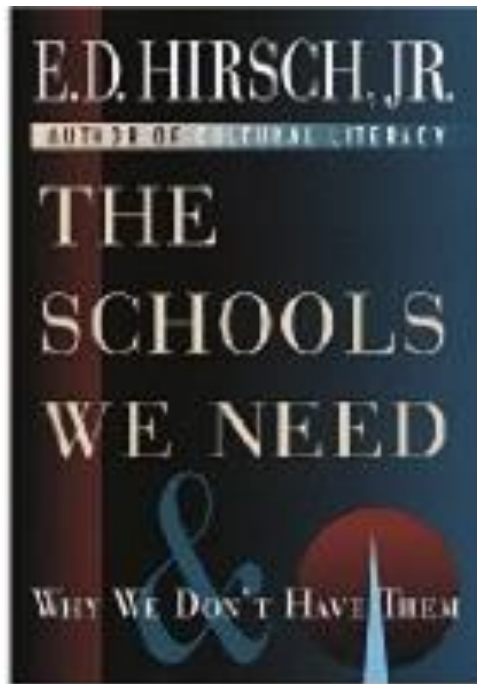
Big Idea #6

School choice is necessary but not sufficient to improve public education. Education must also transform itself from a belief-based profession into an **evidence-based profession**.

Teaching and Learning Myths

Big Idea #1

Education schools often promote well-intended but misleading myths about teaching and learning.



These books accurately explain the myths, and are the sources for this section.

Teaching and Learning Myths

Myth	Reality
Learning Styles	Forty years of research have not found evidence that there are visual, kinesthetic, and auditory learners or that teachers can achieve better results by trying appeal to “learning styles”.
Multiple Intelligences	Mainstream psychologists have little regard for the idea that there are seven different kinds of intelligence (or what most would call talents), and even the theory’s originator said educators have taken it too far.
Rote Memorization Is Bad	This misleading phrase is employed to argue against any sort of factual knowledge, and used to defend curricula that lack important content. Some rote memorization is required to learn rudimentary knowledge, such as the letters of the alphabet.
The Eclectic Teacher	The idea that teachers should string together lessons drawn from multiple sources in an effort to customize learning to students. Large scale research suggests that well-designed, scientifically validated curricula that use a consistent approach for all students with relatively minor modifications can achieve consistently positive results.

Teaching and Learning Myths

Myth	Reality
Balanced Literacy Is Best	Most schools believe that “balanced literacy” is the best way to teach reading. However, the National Reading Panel reviewed over 110,000 studies and found that scientifically-based reading instruction that systematically and explicitly teaches phonemic awareness, phonics, vocabulary, fluency, and comprehension works best.
Learning By Doing	The idea that students learn best or more “authentically” by participating in hands-on projects. Project Follow Through, the largest education study in human history found that the Direct Instruction program, which emphasized teacher-led instruction, produced the best results, and many other studies have found that teacher-led instruction equally or more effective than learning by doing.
Disability and Poverty Explain Poor Results	The idea that students’ learning disabilities, poverty, or families explain their lack of achievement. However, 95% of learning disabilities are mild. Personal circumstances can be mitigated through high expectations, solid teaching, and student effort.

Teaching and Learning Myths

“What ideology could possibly trump good reading instruction? It is a fierce ideological obsession that cuts across all facets of teachers’ preparation: the belief that every student is so unique that the best teaching practices cannot be applied.

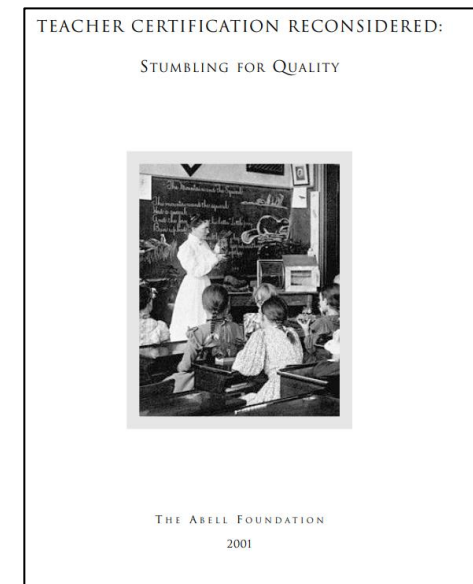
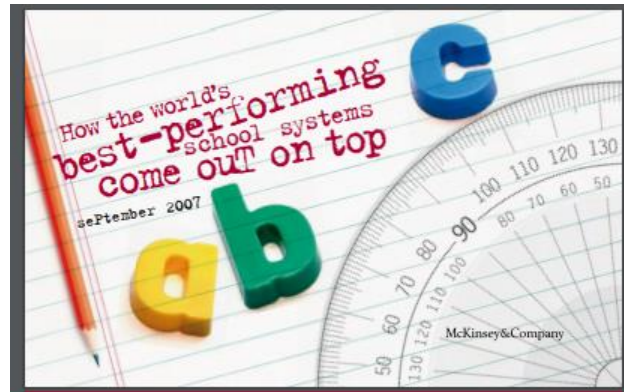
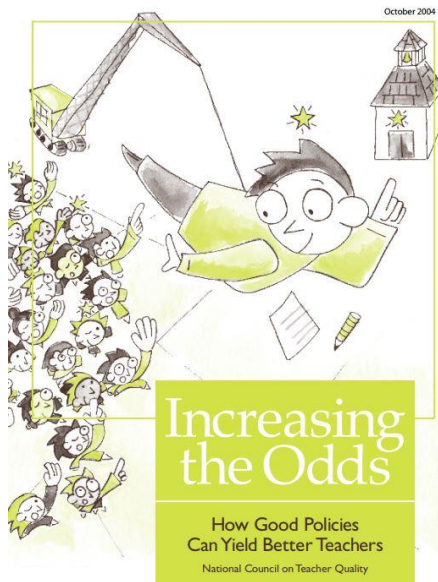
As one education professor put it to me, ‘Even if I knew some practice would be effective 80 percent of the time, I don’t include it in my course. I don’t want it to color the choices my teachers should be able to make using their own judgment.’ ”*

Kate Walsh, President, National Council for Teacher Quality

Teacher Certification

Big Idea #2

Teacher certification, which is based on education schools' well-intended but misleading ideas, contributes little to teachers' effectiveness, and perpetuates the teacher shortage in some subjects.



These reports and www.nctq.org are the sources for this section.

Teacher Certification

Teacher Quality and Effectiveness

“Even if all of the research on certification is considered uncritically, at best the conclusion is that the traditional certification process may only add some marginal value.”

87% of education schools fail to prepare teachers to teach elementary math.

85% of education schools fail to prepare teachers in scientifically-based reading instruction.

Teachers are disproportionately in the bottom third of college graduates.

High-achieving graduates without formal education training working low-income schools produced “higher test scores than the other teachers in their schools—not just other novice teachers or uncertified teachers, but also veterans and certified teachers”*

*<https://files.eric.ed.gov/fulltext/ED496298.pdf>

Teacher Certification

Teacher Shortage

The time and expense of traditional certification discourages many applicants from considering joining the profession.

Maryland's alternative certification intended to attract career changers has only produced 1% of our teachers. In contrast, New Jersey's alternative certification produces 20-25% of its teachers.

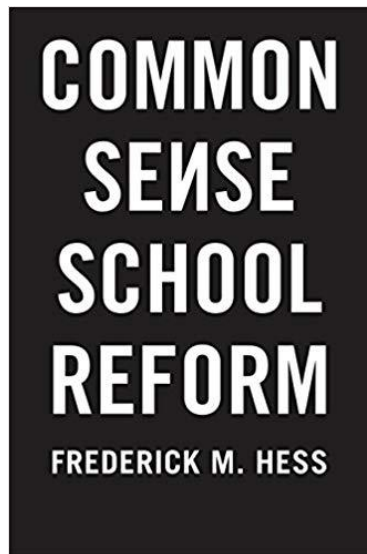
Non-traditional candidates are often more diverse and bring stronger academic backgrounds than traditional candidates.

Being certified doesn't mean a teacher is effective, so why limit the applicant pool to certified candidates?

School Administration

Big Idea #3

Administrators are influenced by the prevailing ideas in education schools. As a result, they often promote ineffective academic programs and ineffective management changes.



One More Time Now: Why Lowering Class Sizes Backfires

By Bryan Hassel and Emily Ayscue Hassel 03/21/2017

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Bryan Hassel joins EdNext Editor-in-chief Marty West on the EdNext Podcast to discuss how reducing class size on a large scale can have major unintended consequences.

You've probably read an article with a headline like this. Why say it again? Because class-size reduction continues to be so seductive. Our own state of North Carolina is just the latest in which policymakers have succumbed, causing a *political freestorm* this winter. Here it's Republicans, but Democrats have heard the same call elsewhere. We thought we'd remind policymakers why they need to avoid the temptation.

Unlike many education issues, this one isn't just a matter of opinion. Florida spent billions on class-size reduction with no positive impact on student results. A statewide study of Connecticut elementary schools found no statistically significant impact of class sizes.

But we understand why the concept still ensnares people. Surveys of teachers and parents alike reveal a lot of support for it. It makes common sense that teachers can more easily succeed with smaller classes. And some rigorous research suggests that dramatically reducing class sizes from the typical



These books and reports are the sources for this section.

School Administration

Ineffective Academic Programs

In other fields, there is a consensus about what works. Doctors aren't debating how to treat common maladies.

Every 5-7 years or so educators embark upon a “new” testing or teaching approach, claiming what they did before wasn't adequate. **These approaches are often the same thing with a new name.**

Educators have engaged in “reading wars” and “math wars” for decades, relying on philosophical beliefs and personal experience rather than evidence to pick programs. TERC Math, “Balanced Literacy”, “21st Century Skills” and using more technology are ineffective approaches our schools have chosen.

School Administration

Ineffective Structural Changes

Class Size Reductions -- There's little evidence it helps students aside from kindergarten. It increases construction and personnel costs, and reduces teacher quality as schools reach deeper into the applicant pool. Hiring more teachers makes it harder to raise salaries.*

Increasing Salaries -- Across-the-board salary percentage increases largely benefit those at the top of the salary scale, who are the least likely to leave. Uniform salary scales also tend to overpay in easy-to-staff positions (art and physical education) and underpay hard-to-staff positions (math, science, and special education), which leads to teacher shortages in some positions. **There is not an overall teacher shortage. Education schools produce more teachers than districts hire every year.****

*<https://www.educationnext.org/one-time-now-lowering-class-sizes-backfires/>

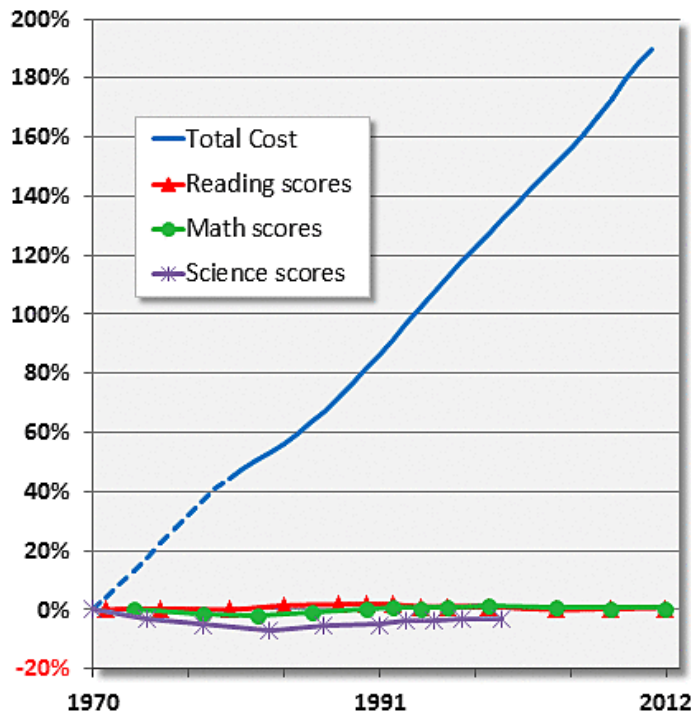
**<https://www.nctq.org/blog/The-Ghost-of-Teacher-Shortages-Past...>

School Administration

Ineffective Structural Changes

Spending More Money -- Research has not found a correlation between student achievement and spending.

Trends in American Public Schooling Since 1970



"Total cost" is the full amount spent on the K-through-12 education of a student graduating in the given year, adjusted for inflation.

In 1970: \$57,602

In 2011: \$166,773

Data sources:

U.S. Dept. of Ed., "Digest of Education Statistics," & NAEP tests, Long Term Trends, 17-year-olds.

Andrew J. Coulson

CAIO
INSTITUTE

Parents Are Outsiders

Big Idea #4

Parents and other “outsiders” often have different views of what constitutes a sound education, but have little influence on the content and implementation in the public schools.



Invisible Ink in Collective Bargaining: Why Key Issues Are Not Addressed

By Emily Cohen, Kate Walsh and Rishawn Blidde

As a number of big school districts around the country such as San Diego, Broward County, and Philadelphia hammer out new teacher contracts over the next few months, both sides will no doubt bring laundry lists of “must-haves” to the bargaining table. The common assumption is that the important action happens when district administrators and union representatives sit down at the bargaining table. Yet the reality is that well before anyone meets to negotiate a collective bargaining agreement, many issues will have already been decided.

State legislators and other state-level policymakers crafting state laws and regulation, not those bargaining at the local level, decide some of the most important rules governing the teaching profession. Though the teacher contract still figures prominently on such issues as teacher pay and the schedule of the school day, it is by no means the monolithic authority that many presume it to be. In fact, on the most critical issues of the teaching profession, the state is the real powerhouse. State law dictates how often teachers must be evaluated, when teachers can earn tenure, the benefits they'll receive, and even the rules for firing a teacher.

A recent example out of New York State illustrates the growing authority of the state legislature in shaping rules that were traditionally in the purview of the local school district. Last year New York City Public Schools sought to change the process for awarding teachers tenure by factoring in student data. The local teachers' union, the United Federation of Teachers protested the district's new policy, not through a local grievance (because the union, by state law, had no say on tenure issues), but by lobbying state legislators to pass a bill that would effectively make the district's action illegal.¹ Guided by the heavy hand of the state teachers' union and the UFT, the New York State Legislature blocked New York City's tenure changes by embedding a provision in the 2008-2009 budget that made it illegal to consider a teacher's job performance as a factor in the tenure process.² The placement of the provision in the large, unwieldy budget virtually assured the union of a win, as few legislators or the governor would have been prepared to have the budget go down on the basis of a single provision.

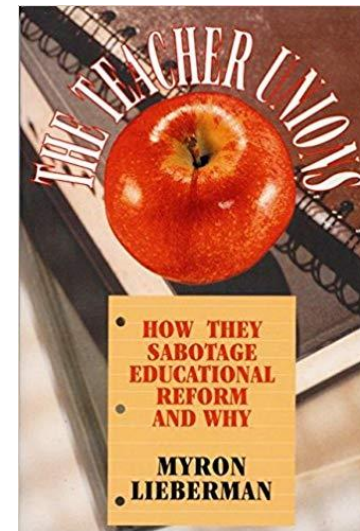
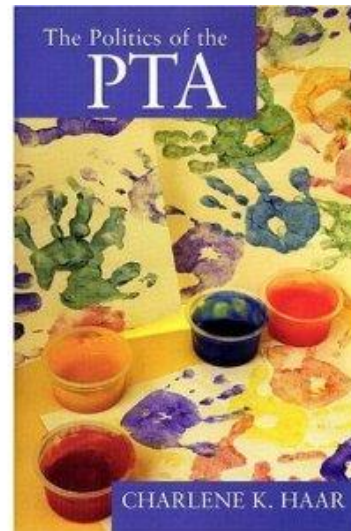
Teachers' unions are quite aware of the importance of state legislators for their

¹ *Can You School? A Guide to School Law*, 4th ed. (2007), pp. 133-134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

² *New York State Assembly Bill No. 2008-001*, <http://www.assembly.state.ny.us/bills/2008/001/>.



July 2008



These books and reports are the sources for this section.

Parents Are Outsiders

Unions

The teachers union is the strongest influence in most local elections. Their primary focus is on obtaining additional benefits for teachers, not students.

Teacher unions are the largest political force nationally, and typically send the largest delegation to the Democratic National Convention (with the exception of the state of California)

Unions have fought against improvements like more choices for parents, greater fiscal responsibility, removing ineffective teachers. Teacher contracts and state laws unions advocate for often give principals little leeway in improving how schools are run.

Parents Are Outsiders

Professional Organizations

National Council of Teachers of Mathematics (NCTM) -- Have historically advocated for placing less emphasis on math content, though they have reversed course somewhat in recent years.

National Council of Teachers of English (NCTE) -- Have taken a position favoring “balanced literacy” instead of scientifically-based reading instruction.

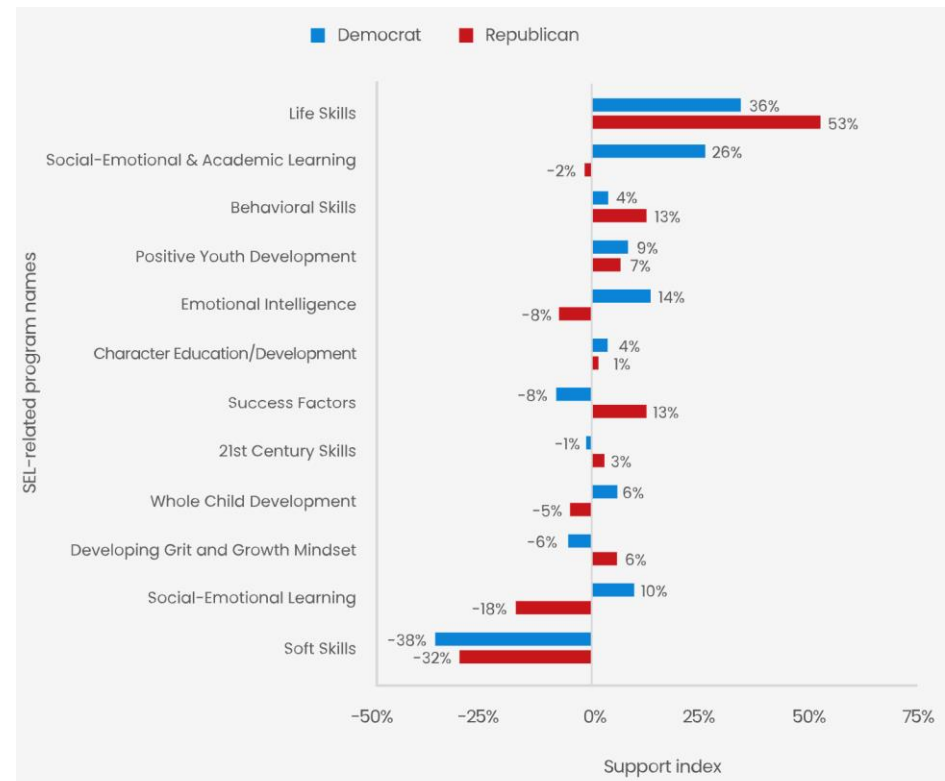
Parents Are Outsiders

“Social Emotional Learning”

Parents view less favorably

– but schools emphasize it,
taking time away from
academics.

Most of these ideas on this
slide are simply renamed from
other ineffective ideas that
went under other names
previously.



Parents Are Outsiders

Parent Organizations

PTA -- Supports the teachers' union agenda. Their membership has declined and given rise to Parent Teacher Organizations (or PTOs), which have more freedom to advocate for changes and can spend more of their own money on their local school.

**“We want people who are committed to this agenda,
and if they’re not, that’s fine.**

Go be a PTO and have a nice life.”*

PTA Director of Public Relations

* <https://books.google.com/books?id=gXj95Q8uJwoC&pg=PA12&lpg=PA12&dq=pta+%22have+a+nice+life%22&source=bl&ots=rCxVDVpYsF&sig=puWuz22p0env9FdsESvviP3lxM&hl=en&sa=X&ved=2ahUKewjMwJ3D5ujfAhVtc98KHfJBB18Q6AEwAHoECAkQAQ#v=onepage&q=pta%20%22have%20a%20nice%20life%22&f=false>

Parents Are Outsiders

Teacher Attitudes vs. Parent Attitudes

Academics -- Parents tend to focus on academic results, but teachers tend to be more concerned about “social justice” and “equity”.

Spending -- Once informed about the current spending levels, parents are less likely to favor more spending than teachers.*

School Choice -- Parents favor school choice more than educators do. (In many other countries school choice, including vouchers, is considered the norm and widely supported.)

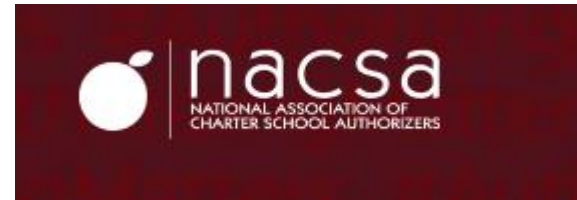
Attitude of Authority-- The phrase “trust us, we are the professional educators” is used against parents to dismiss their concerns, even when parents bring solid evidence that educators are mistaken.

*<https://www.educationnext.org/do-teachers-and-parents-want-the-same-things/>
<https://www.educationnext.org/2018-ednext-poll-interactive/>

School Choice

Big Idea #5

School choice empowers parents to pick schools that reflect what they want for their children, and provides teachers with more options for their work environment.



These organizations are the sources for this section.

School Choice

School Choice

Type	What Is it?
Charter School	A public school with freedom to implement a different instructional and management approach. The funding that would have been spent on each child in the regular public schools shifts to the charter school.
Voucher	A coupon from the government that is accepted as payment for tuition and materials at participating private schools.
Tax Credit	Parents can claim a deduction on their taxes for expenses associated with private or homeschool expenses.
Home School	Parents teach their children at home, often with oversight by the local school system.
Educational Savings Account (ESA)	A limited use card (like food stamps) that allows parents to pay for education expenses, including tutoring, and are not limited to school institution expenses as vouchers are.

School Choice

Maryland's Low Charter Law Rankings

EdReform.com – 6th Worst In Nation

National Alliance for Public Charters -- Worst In Nation

Maryland Has A Limited Voucher Program

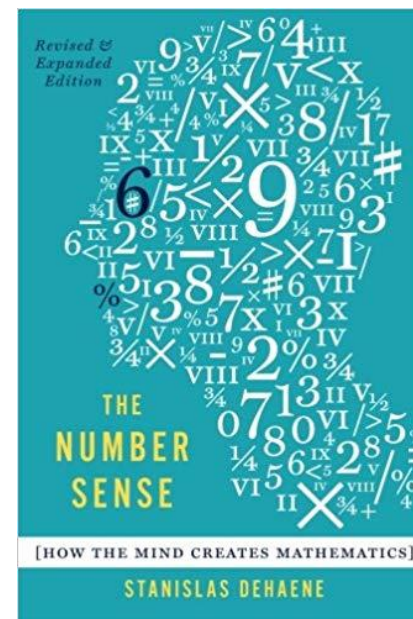
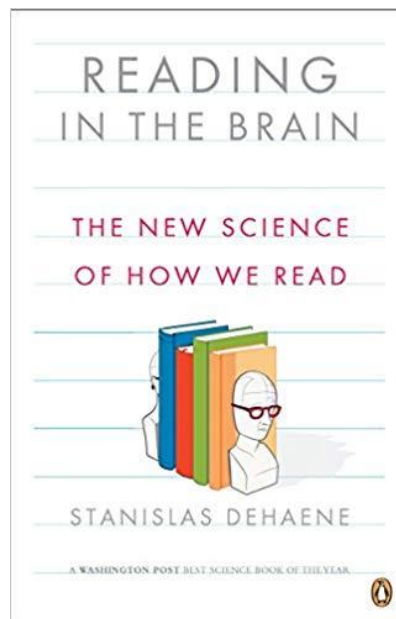
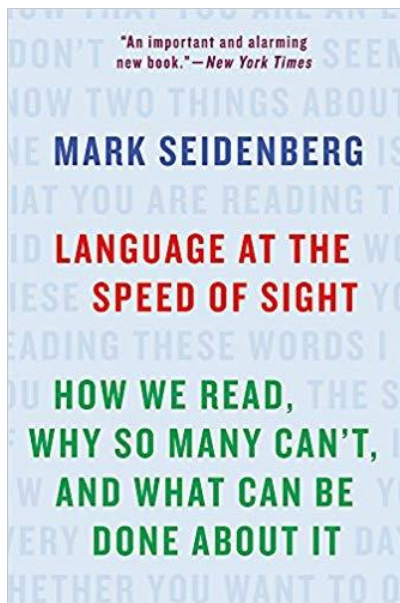
With a budget of only \$10 million statewide, few students benefit.

Teachers unions opposed this modest program for poor kids.

School Administrators

Big Idea #6

School choice is necessary but not sufficient to improve public education. Education must also transform itself from a belief-based profession into an **evidence-based profession**.



These books are the sources for this section.

Transforming the Profession

Making Teaching Evidence-Based

“Balanced literacy was a way to defuse the wars over reading. It succeeded in keeping the science at bay, and it allowed things to continue as before.

[T]he reading wars are over, and science lost.

In fact, confronted with data that contradict deeply held beliefs, instead of bringing people closer together, it can have the paradoxical effects of entrenching them further.”

Dr. Mark Seidenberg*

How Classical Schools Help

Classical Schools = Restoring the Ruins

Elements of the classical approach (such as having seven subjects) haven't completely disappeared in our public schools, but eroded to the point where the strengths of a classical education are no longer a part of students' education.

Prior to the late 1800's most American students received something very close to a classical education, but this declined due to John Dewey and other educational theorists who started the earliest departments of education that granted teaching credentials, and taught the first generations of teachers less effective methods of instruction, which persist today.

How Classical Schools Help

What is a Classical education?

It is NOT about being “old fashioned”.

It is NOT a teaching technique per se.

It is education that follows the Trivium.

How Classical Schools Help

What is the Trivium?


It is a way of organizing the curriculum that roughly corresponds to students' development.

	Phase	Emphasis
Our School	Grammar (K-4)	Fundamental knowledge and skills (or “grammar”) of all subjects— not just English grammar.
	Logic (5-8)	Building on existing knowledge and skills, use reasoning to learn more and to more deeply understand previous learning.
High School	Rhetoric (9-12)	Marshal knowledge and reason to persuade others and express yourself.

How Classical Schools Help

Classical Curriculum = Coherent Integration

	Grades			
Topic	1	2	3	4
	5	6	7	8
History & Humanities	Ancient	Middle Ages	Renaissance	Modern
Science	Biology	Astronomy & Earth Science	Chemistry	Physics



How Classical Schools Help

What is a charter school?

It is **NOT** a religious school.

It does **NOT** charge tuition.

It does **NOT** screen applicants in any way.

It is a free, secular public school that signs a contract or “charter” with the local Board of Education and is given (in nearly everywhere except Maryland) freedom to operate the school independently in exchange for getting results.

How Classical Schools Help

Classical Charters vs. Regular Public School

Area	Typical Public School	Classical Charter Schools
Curriculum Structure	<ul style="list-style-type: none">• Based on student and teacher interests• Gaps and repetitions from grade to grade• Isn't coherent.	<ul style="list-style-type: none">• Based on history• Taught chronologically in a pre-defined sequence• Coherent and thorough.
Content	<ul style="list-style-type: none">• "Exposure" to many topics is valued over mastery of a few• Years of "exposure" doesn't lead to mastery	<ul style="list-style-type: none">• If it's worth teaching, it's worth teaching to mastery.• Students master the material that is taught each year so they are prepared for next year.
Instructional Techniques	<ul style="list-style-type: none">• Typically changes every 5-7 years to another progressive idea with little track record.• Little research backing and poor results	<ul style="list-style-type: none">• Time-tested instructional techniques that stay the same• Supported by decades of research with demonstrated results.
Administration	<ul style="list-style-type: none">• Bureaucratic rules limit staff freedom and student success• Spend more money and achieve mediocre results at best	<ul style="list-style-type: none">• Greater staff freedom and student success• Spend less money and achieve better results

How Classical Schools Help

The True, The Good, The Beautiful

Classical schools (both charter and private), focus on teaching students about the true, the good, and the beautiful in life, not state mandated tests.

“At its best, general education is about the unity of knowledge, not about distributed knowledge. Not about spreading courses around, but about making connections between different ideas. Not about the freedom to combine random ingredients, but about joining an ancient lineage of the learned and wise. And it has a goal, too: producing an enlightened, self-reliant citizenry, pluralistic and diverse but united by democratic values.”¹

“Education, true education, should liberate; it should cultivate the genuinely free man, the man of moral judgment, of intellectual integrity; it should give us the power to see the other side; it should impart nobility of purpose and kindness of spirit.”²

¹<https://www.goacta.org/publications/downloads/WhatWillTheyLearnFinal.pdf>

² http://www.edexcellence.net/detail/news.cfm?news_id=372

Conclusion

What Can Be Done?

Parents, let's talk!