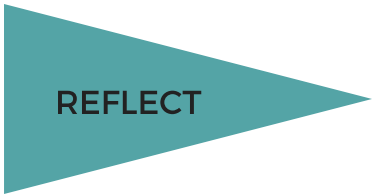




# SESSION 1: WHAT IS AN EDUCATION?



1. What are the essential differences between “Materialism” and “Supernaturalism?” What are my own assumptions and how do they affect the way I view education?

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2. What am I trying to teach? What do I hope that my students will eventually “know”?

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3. What metaphor would I use to describe the human mind: a disk drive? A muscle? Something else? What does my metaphor mean?

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4. What role does "sentiment" play in a good education? What does C.S. Lewis mean by that term? How will I go about addressing "sentiment" properly?

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5. How are the ideas of objective truth and human sentiment related? Can I have one without the other?

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6. Of all the sentiments, which is most important to education? Which one will guide my classroom this year?

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7. How is Grace productive of mature sentiment, and what is the role of Grace in education? How can I incorporate it into the atmosphere of my classroom?

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8. What role will fact knowledge and mastery play in my educational efforts?

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**BUILD**

Take an opportunity to build your own philosophy of education which will govern your school or classroom this year. Each day you will build one of the four parts of a strong philosophy:

Part #1: What is my working definition of an "education" this year?

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**READ**

If you enjoyed contemplating today's subject, here are a couple of Adam's reading recommendations from literature that consider these ideas:

1. *Frankenstein* by Mary Shelley

Look for the contrast between Victor's formal education and the arrogance it gives him as compared to the real education he receives as a result of the disaster that comes out of that arrogance.

2. *Julius Caesar* by William Shakespeare

Brutus' well-developed philosophy does not lead him to self-knowledge, but actually leads him to arrogance. Mastery is his goal instead of humility, and as a result he does not know himself as the tyrant he truly is.