

## Review for Mid-Term Exam

The exam will cover Arthur Holmes, The Idea of a Christian College, Dorothy Sayers, Lost Tools of Learning. There is a reading report for both of these texts.

## Model of Education:

1. Explain the components of the model of education I presented on the triangle in the class handout? What are its components in proper order, and what do they mean?

## Holmes, chp. 1

1. What does Holmes say the Christian college is NOT?
2. What is the idea of a Christian college according to Holmes?
3. What does he mean by the interaction of faith and learning as substitute for real integration?
4. What other involvements does the Church have in education, and what is the educational distinctive of a Christian college or university?
5. What is the meaning of the quote from John Stuart Mill on your handout on chp. 1?
6. How are Christian colleges and universities different from their secular counterparts which compartmentalize religion? What is the religious distinctive of a Christian college or university?
7. What has happened to the many colleges and universities that started out distinctively Christian? What is their spiritual condition today?
8. What criticisms do naysayers offer about Christian higher education? Why are they so down on it?
9. What does Holmes say are the problems of Christian colleges and universities?

## Holmes, chp. 2

1. What four doctrinal areas does Holmes consider to be significant for forming a Christian perspective on education?
2. What is Gnosticism and how has it affected both the church and Christian higher education?
3. How does Paul combat Gnosticism in 1 Tim. 4: 1-5?
4. How does Gnosticism manifest itself today and how does it divide up reality and what is its impact on believers?
5. Is the real problem creation itself or sin that has perverted it? Explain.
6. How does the biblical doctrine solve the Gnostic problem and serve as a foundation for Christian higher education?
7. In what way are people the image and likeness of God according to Holmes? What faculties do we possess that shows us to be such?
8. Why is God interested in the education of the whole person?
9. What is the educational significance of the fact that all people are religious in character? How did Luther and Kepler demonstrate this?
10. How does the quote by Zylstra in your notes express this?
11. What is truth? Define this term?
12. What does it mean that all truth is God's truth?
13. What does it mean to say that there is a unity of truth, and how is this rooted in God? How does Col. 2: 3 support this?
14. What are the moral and spiritual qualifications to be a truth seeker?
15. In what two books has God revealed himself and how are they related and how do they impact Christian higher education?
16. Does faith cancel or motivate learning? Why or why not?
17. If all truth is God's truth, what about goodness and beauty? Explain.

18. What is the cultural mandate and where is it found in the Bible? What does Psalm 8 contribute to the cultural mandate?
19. What contribution does the doctrine of "common grace" make to Christian higher education?

Holmes, chp 3

1. What is the wrong and what is the right question to ask when it comes to studies in the liberal arts?
2. How important is the area of work to God?
3. Despite its importance, should Christian higher education be aimed at vocational training? Why or why not?
4. How does contemporary society look upon people and how are they deemed valuable?
5. What should Christian liberal arts education be focused upon? What is its essential or exact goal?
6. To what disciplines does Liberal arts education apply extensionally?
7. What is liberal arts education, intensionally defined?
8. What is the difference between the instrumental and intrinsic value of education, that is, between the useful and the liberal arts?
9. What are the three (3) basic characteristics of human beings and how does liberal arts education develop each of these areas?

Dorothy Sayers, Lost Tools of Learning

1. What are the disquieting questions Dorothy Sayers asks that reveal the problems with education in her day and also today?
2. What primary points does she make on the basis of these disquieting questions?
3. What solution does she propose as the answer to past and present educational problems?
4. What are the trivium and quadrivium and how do they relate properly to each other?
5. What have you learned personally from this essay?