

# CHAMBERLAIN - HUNT



## CAPTURING EVERY THOUGHT

"Education has for its object the formation of character," said Herbert Spencer, the 19th century atheist and evolutionary biologist, proclaiming a theme echoed by nearly everyone in modern history with a developed philosophy of education.

Archie Kohn, in his assessment of modern-day education, observes, "Good character and values are instilled in or transmitted to students. The virtues and values in question are fully formed, and, to many proponents, divinely ordained. Children are passive receptacles to be filled. This model of education sees children as objects to be manipulated, not as learners to be engaged."

The existentialist Van Cleve Morris argued, on similar lines, that with respect to education, "I am the starter of the value-making process, but as such I myself have no base to stand on that can tell me which values I should start making. In this role, then, I discover that I am the originator, the inventor, the creator of values..."

The question of education, therefore, never is forming character *versus* not forming character. It is never instilling values *versus* not instilling values. The question is, rather, **what kind of character do we form, what type of values do we instill?**

Pragmatists and existentialists have had their way with American education for well over a century. Their credo is the age-old declaration, "*Homo mensura*." "Man is the measure!" Man, in other words, is his own standard of acceptable values, of culture-transforming character, of everything! No longer is there a sense of university, of pronouncing a single word, a single worldview, for every educator may create his own values and manipulate his receptacles (students) as he wills, so long as he does not acknowledge God in the classroom (as though "separation of church and state" means that the state is no longer accountable to God).

The results: the United States is trailing nearly *every* industrialized nation in most measurable academic areas; our nation lacks any consistently defined standards of acceptable behavior; and most tragically, the scene of Columbine is repeated time and time again.

Chamberlain-Hunt Academy likewise has a vision of formulating character and instilling values, but her credo is not "*homo mensura*." That path, according to Scripture, necessarily results in destruction and misery (Rom. 3:16). The battle cry of Chamberlain-Hunt, rather, echoes the command of the Apostle Paul to take "every thought captive to the obedience of Christ" (2 Cor. 10:5), for when we acknowledge *him*, he will certainly direct our paths (Prov. 3:6).

She seeks to restore that sense of "university"—of pronouncing a single worldview and declaring that nothing is understood aright unless it is understood in terms of it (Ps. 14:1; 1 Cor. 1:20)! Chamberlain-Hunt offers a rigorous curriculum, as she declares *in the classroom* that Christ is the Lord of science, mathematics, philosophy, history, athletics, etc., indeed, that the glory of Christ alone can account for these and every other discipline.

She asserts the dignity of the student, not as a receptacle to be filled or manipulated, but as an image bearer of the living God whose chief end in life is to glorify him. She asserts the tremendous responsibility of the faculty and administration as guardians of a sacred trust, tasked with protecting and directing the minds of young men and women toward the Lordship of Christ in every area of life. She pledges that, though the world is tossed about by trends, fashions and vain philosophies, she will remain steadfast to her calling and mission: "**knowledge and wisdom in submission to God.**"