
WHAT'S NEW IN THE SECOND EDITION?

Readers of the first edition will notice some significant changes to the program. In some cases, these changes are the result of circumstance; books go out of print, new materials are published. In a few instances, they grow out of my contacts with classical educators and my increasing awareness of alternative teaching methods and materials, particularly in the field of Latin pedagogy. But in most cases, the new material in this edition is my response to the needs of the many readers who have written to me with questions that the first edition did not adequately address. For those readers, in particular, I'd like to take a moment to highlight the most important changes.

Revised Introductory Chapters

The first three chapters of the book, which cover the theory behind the curriculum, have been substantially rewritten. In the first chapter, especially, I have tried to draw out the themes that define the tradition of classical education—not just the centrality of Latin, but also the moral and humanistic dimensions of this educational method.

Restructured Subjects

I have entirely overhauled a number of subject areas in response to readers' comments. The grammar school history curriculum now follows a single chronological stream, but at a much slower pace than many other programs. It culminates in a Great Books component in secondary school. I have provided more 'living book' options in addition to workbook-based curricula during the grammar school years. I have also substantially modified the math and science recommendations, particularly at the secondary school level, in response to concerns about college preparation.

The restructuring means that the content of the various subjects

will, I hope, be more transparent, both to parents and to school officials to whom parents may need to report. While it was not readily apparent to all readers of the first edition that ‘Christian Studies’ included medieval history or that ‘Modern Studies’ included geography, the content of the new subject areas should be clear. These changes will, I hope, make things easier for parents who are creating high school transcripts for their college-bound students.

Changes to the subjects areas are as follows:

Daily Subjects	
Latin	Scope-and-Sequence chart reflects a more typical starting age; new suggestions for approaching Latin with the Natural Method
Greek	New recommendations for Attic Greek in secondary school
Math	All-new recommendations, particularly for secondary school
Composition	Stands as a daily subject from third grade on

Weekly Subjects	
Literature	American literature added in grades 6-8; more Great Books assigned in grades 9-12; certain Great Books moved up from the grammar school to the secondary school lists
Religion	Optional Great Books component in grades 9-12 consisting of Church history and Christian classics from the Catholic, Orthodox, and Protestant traditions
History	Curriculum completely restructured to follow a slow, single-stream chronological approach in grades K-7; grade 8 devoted to civics and economics; Great Books—history component added for grades 9-12
Geography	Distinct subject in grades K-6; one semester state history option in grade 6
Science	Textbook option added in grades 6-8; college preparatory curriculum with specific textbook recommendations for grades 9-12
Logic	Great Books—philosophy option in grades 11-12

Older Beginners and Adult Learners

In response to the many requests I've had from readers whose students are 'coming in in the middle', I've included a chapter on how to introduce students of various ages to the Latin-centered curriculum. I've also sketched out a Latin-centered self-education program for adults.

Schedules

I have added an entirely new section to the book, providing detailed weekly schedules for readings in Literature, History, and some other subjects. These schedules are, of course, only suggestions and should be modified to suit your family's needs. I have also added scheduling tips for larger families, a glaring omission from the first edition. Finally, readers will notice that I have arranged the subjects for increased consistency across the years, allowing for greater simplicity in scheduling. The program now consists of three or four daily subjects and five weekly ones—one special study area for each day of the school week.