

THE CLASSICAL

VOLUME 2, NUMBER 3 | FALL 2016

BRINGING LIFE TO THE CLASSROOM

# Difference<sup>TM</sup>

\$2.95

## COMMON CORE'S FIVE-WAY POWER PLAY p. 10

- Fact and Fiction about the CC
- Cracking the CC Mission
- CC and Your Child's Love of Learning

### ALSO...

- ≡ The Amanda Watson Story p. 28
- ≡ The Fair Market Value of Classical Ed p. 24
- ≡ Goals for the First 100 Days of School p. 7



*The*

# CLASSICAL READER

A Comprehensive Reading Guide for  
K-12 Students

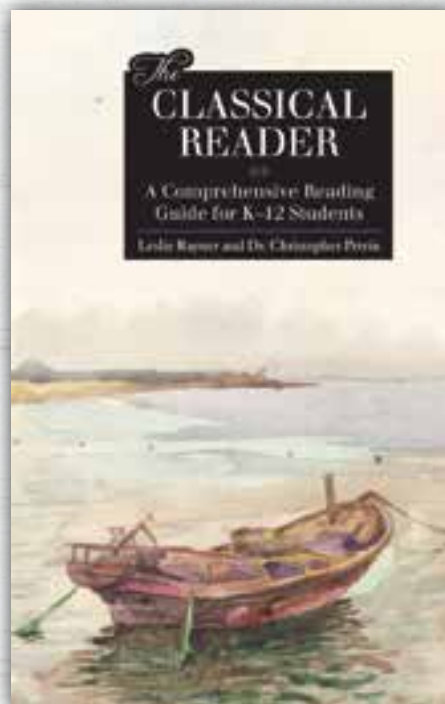
Leslie Rayner and Dr. Christopher Perrin

*The slightest knowledge  
of a great book is better  
than the greatest  
knowledge of a slight  
book. —Aquinas*

In this information age, it's sometimes hard to know how to choose from the sea of options and resources that present themselves at every turn. When you are choosing what books your children will read, the stakes are especially high. That is why we have put years of research into *The Classical Reader*, collecting and analyzing the K-12 reading recommendations of classical educators from around the country, seeking those readings that have been important and pleasurable to generations of students. This pithy book includes recommendations for reading at each grade level, noting each selection's level of difficulty and genre. *The Classical Reader* provides a way to keep a record of what your student has read and will also help you to plan future reading. This book is a valuable resource for every school and family for everything from book reports to reading for pleasure.

*The Classical Reader* is a veritable cave of dragon loot, an embarrassment of riches that will provide years of instruction and delight and help to instill a lifelong love of reading.

**A sortable online version of *The Classical Reader* is available at [ClassicalReader.com](http://ClassicalReader.com)**



**ClassicalAcademicPress.com**  
Classical Subjects *Creatively* Taught



Providence Classical Christian School, Kirkland, WA

# THE CLASSICAL Difference BRINGING LIFE TO THE CLASSROOM

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*disco. scio. vivo.*

### Letters

We welcome letters from our readers!  
Visit [ClassicalDifference.com/letters](http://ClassicalDifference.com/letters).



### What's Online?

- About Classical Christian Education
- Latest News
- Videos and Blogs



### Carpe Diem

(LATIN EVEN MOM & DAD KNOW)

Help your child seize the day! Support them by learning more about classical Christian education. Find more, read more, and know more by visiting our website.



### ClassicalDifference.com

**NOTE:** All citations, where necessary, are at [ClassicalDifference.com/fall-2016-links](http://ClassicalDifference.com/fall-2016-links)

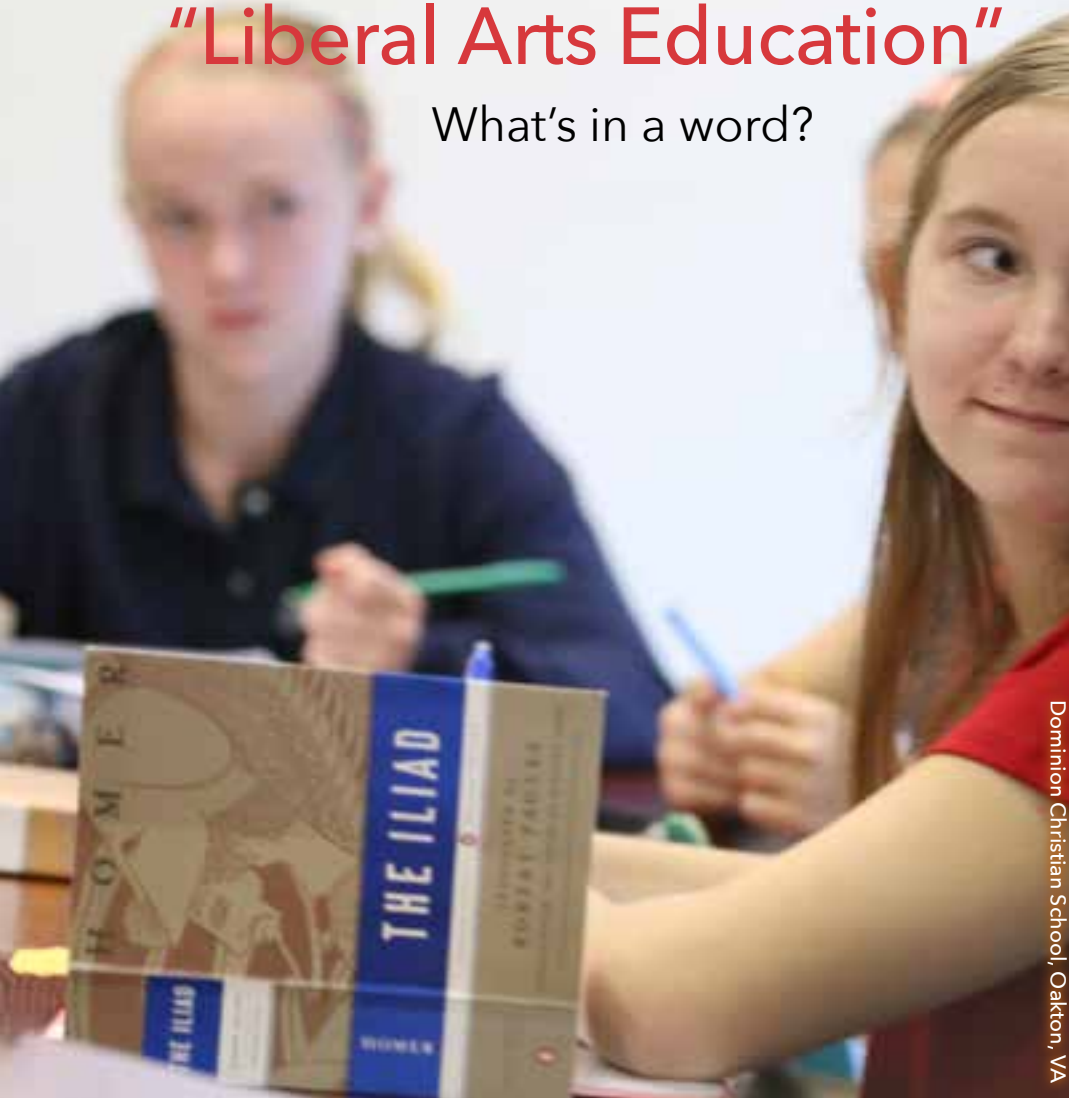


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# The Unfortunate “Liberal Arts Education”

What’s in a word?



Dominion Christian School, Oakton, VA

*“There was a boy called Eustace Clarence Scrubb, and he almost deserved it.”*

—C.S. Lewis,

*The Voyage of the Dawn Treader*

Dig up a treasure, and you have to clean off some mud.

The first words I heard when I asked, “What is classical Christian education?” were, “It’s like a liberal arts education.” My mind locked immediately on an unfortunate image:

“liberal” as opposed to conservative, “arts” as a euphemism for joblessness, and “education”—a hoop-jumping, time-passing exercise that consumes the first quarter of your life. I even knew better, but it didn’t help with my first impression.

My loves in high school were history and chemistry. I chose chemistry in college because it seemed more practical. When it turned out not to be practical enough, I

pursued business. When I found “classical Christian education” (CCE), the sound of its close relative, “liberal arts education,” made me assume that it must be as impractical as you can get. Even today, though I have learned what the words really mean, I struggle with the term because I know that newcomers have to shovel past the name itself.

If we were to analyze the phrase “liberal arts education,” “liberal” is the word furthest from the mark. Today, it refers to left-leaning progressives, socialists, and those who think “protest” is a profession. Wherever you stand politically, none of these are related to the original term. Originally, “liberal” referred to the education of free-thinking people. This was opposed to “slavery.” Servants, slaves, merchants, soldiers, and guildsmen practiced the “servile [service] arts.” You didn’t want any of these guys to think for themselves. That kind of thing was just asking for a revolt. Back then, those who were educated “liberally” were leaders and thinkers who needed to be wise, and needed to persuade others to follow them.

Enter the Protestant Reformation. If every man is liberated in Christ, we have a new responsibility. When America was founded, our Protestant fathers realized that farmers, brewers, cobblers, and bankers also moonlighted as the king. So, everyone needed to have liberal (think-for-themselves) minds. In those days, it simply wouldn’t do to have a population of sheep in a democracy. Come to think of it, it doesn’t work very well now, either.

**Farmers, brewers,  
cobblers, and  
bankers also  
moonlighted  
as the king.**

“Art” is the most deeply corrupted word of the three. “Starving artists,” “art for art’s sake,” and



“modern art museums” come to mind. Savor the impractical! Two hundred years ago, art was simply anything created by a human for a purpose—very useful and beautiful stuff. Those who created paintings, sculptures, and lithographs were artisans who decorated things. Other artisans made carriages, barrels, or bound books. Engineering, medicine, computer programming, and high finance are some of today’s “arts.” But the specific category of “liberal arts,” then and now, speaks of the set of tools used by free men to lead and live wisely.

“Education” as a word was simply hijacked. What we call education today is really just data and skill transfer. Solve this equation, factor that polynomial, name the U.S. presidents, read and report on this, do that worksheet ....

Education was once much bigger. It involved the cultivation of wisdom and

**“Education”  
as a word  
was simply  
hijacked.**

virtue. There were plenty of skills to be learned in school, but those skills became knowledge that was put to use in the exercise of the mind. It was an active process that involved Socratic discussions, deeply

important literature, trained logic, debates, philosophy—most of all, it was formative in the souls of the students.

But the Eustace Scrubb problem gets worse. Because nearly all collegiate education was liberal arts education until a century ago, the “Liberal Arts” name has been infected by the progressive takeover of higher education.

How do we know ultimate or transcendent things? Nowadays, it’s through reason only, with no place for moral discussions which must, in the end, involve divine revelation. What is an author saying? Enter “higher criticism” and “deconstructionism.” Is it true? Who knows, since truth is a personal thing. Even most

Christian universities, which have long hired professors educated in progressive systems, have liberal arts programs that fail to represent the classical understanding of liberal arts.

Unfortunately we can’t choose our names. And, unfortunately for Eustace and the liberal arts education, you just have to make the best of it. So now that you’ve bought the field and dug past the mud that is the “liberal arts” name, I think you’ll look into the box, as I did, and find something well worth pursuing. ■■

— David Goodwin

“My sons ought to study mathematics and philosophy, geography, science ... and commerce in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry and porcelain.”

—John Adams



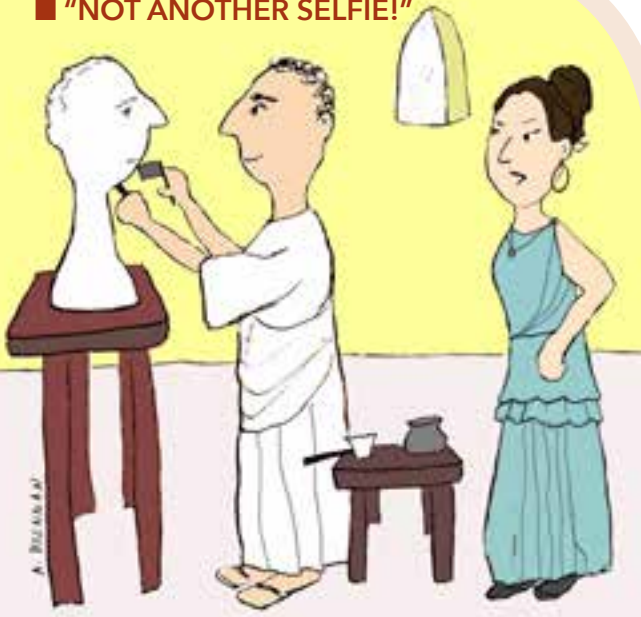


## Bacon Is My Beatrice

Teaching the *Divine Comedy* to his students at Petra Academy in Bozeman, MT, Sam Koenen was trying to convey how the pilgrim Dante sees Beatrice sacramentally. Struggling for a way to explain to them how sacramentalism works, he drew on the Jim Gaffigan routine about bacon (“the most beautiful thing on earth”). This:

The pig is an amazing animal. You feed it an apple, it makes bacon. The pig is turning an apple, essentially garbage, into bacon. That’s magic ...!

### ■ “NOT ANOTHER SELFIE!”



One of the students said, “Mr. Koenen, it sounds like bacon is your Beatrice.”

“Well, yeah,” the teacher said.

So they made him a bumper sticker. And they made one for the author of *How Dante Can Save Your Life*. It will be on the bumper of a certain 2007 Honda Accord before sunrise Monday. Thanks, y’all! ❧

“Bacon Is My Beatrice,” by Rod Dreher, April 9, 2016.

—Angie Brennan  
Rockbridge Academy,  
Annapolis, MD

## Through the Looking Glass

### ■ LOW LIFE

**FOURTH GRADER, REPORTING HIS OBSERVATION OF THE CLASS FISH TANK:** “The goldfish is bigger, but the bottom feeder is the one in charge.”

**TEACHER:** “Son, it’s like that even outside the fish tank.”

—Anonymous

### ■ WHAT NEXT!?

An 8th grade class discussion about authority led to the topic of asking “why?” when bad things happen. The teacher suggested that instead of asking God or other authority figures “why?” we should ask “what next?”

Later, the teacher gave them instructions for a large project.

**CHEERFUL STUDENT:** “What next?”

**TEACHER:** “Thank you!”

**STUDENT:** “Now can I ask the authority figure why?”

—The Ambrose School, Meridian, ID

## Submissions

To submit a story or quote, go to [ClassicalDifference.com/submissions](https://ClassicalDifference.com/submissions). Published submissions in the “Set Apart” section are worth \$25 in lunch money.

# Century Watch

This year in history: 1516



Ad Fontes Academy,  
Centreville, VA

## IT ALWAYS SOUNDS BETTER IN LATIN.

“*Novum Instrumentum Omne*” or “The Entire New Testament” is the name Desiderius Erasmus gives to the first published Greek New Testament, printed in 1516. And according to Erasmus, the best way to ensure accurate understanding is to go back to the source. *Ad fontes*. It’s an important component of classical thought. Ad Fontes Academy in Centreville, VA, gets an honorable mention here for naming their school after it. (And for again proving that Latin just sounds good.)

Erasmus, a Roman Catholic, spent countless hours assembling the new translation. The Vulgate, translated from Greek to Latin, was the official Bible of the Roman Catholic Church. Pieces of original Greek manuscripts were scattered throughout the Eastern and Western world, each with varying degrees of accuracy and wear. Erasmus contributed to the Reformation by finding and researching Greek manuscripts

[Continues on page 8 ...]

# DIY Parenting

Goals for the First 100 Days of School



Haw River Christian Academy, Pittsboro, NC

## YOUR TUITION DOLLARS CAN BE AMPLIFIED BY THESE 5 SIMPLE STEPS.

Within the first three months of school, there’s a good chance you’ll be called on to bring treats, monitor recess, help in the pickup line, or man concessions at the big game.

But just what kind of support can parents provide that makes the biggest difference? After serving thousands of parents and students in my career as a headmaster, and visiting dozens of classical Christian schools, here are my observations.

Students whose families provided the right kind of support were almost always at the top of the class.

[Continues on page 8 ...]

[... "Century Watch," continued from page 7]

By Hans Holbein the Younger (1497/1498–1543)  
Portraits of Humanists, Public Domain  
<https://commons.wikimedia.org/w/index.php?curid=2322>



from around the world and assembling a complete and accurate Greek New Testament.

In the dedication to Pope Leo X, Erasmus writes:

I perceived that that teaching which is our salvation was to be had in a much purer and more lively form if sought at the fountain-head and drawn from the actual sources than from pools and runnels. And so I have revised the whole New Testament (as they call it) against the standard of the Greek original ...

Scholars no longer had to rely on only those fragments of text they could access, and hope they were reliable. Luther would use the second edition of Erasmus's translation, published in 1519, to write the German Bible. That was illegal (translating the Bible, that is) and it was one of the first things Luther did when he was excommunicated. The third edition, published in 1522, would be used by Tyndale for the first English New Testament, which later became the Geneva Bible and the King James.

Erasmus was a classicist. Because he valued going directly to the source, he played a vital role in giving us what we now know as Scripture, and was not content with using only the manuscripts at his disposal.

At its root, the idea of *ad fontes* means we, like Erasmus, value the privilege of investigating ideas on our own. It means we read the Bible and the commentary, the manuscript along with the textbook, the original book *before* the movie. Our kids might struggle with the work of parsing through original sources, especially in Latin or Greek, but a privilege this important should never be laid aside. The ideas in many of these texts often cannot be translated by our modern language, and it's difficult to imagine a world where those ideas are lost. ■■

[... "DIY Parenting," continued from page 7]

Those students whose families provided the right kind of support were almost always at the top of the class in character, responsibility, and often academics. So, I challenge parents to support their student at school in these five simple ways:

**1 Find a good church where the whole family worships together and attend every week.**

Deep teaching, sincere Christ-focused worship (as opposed to simply entertaining), and participation in Sunday school, catechism, or other family-oriented Bible training helps greatly. It's best if the whole family worships during the service together. (Of course, nursery aged children may be an exception.) Over time, even though you may not think so, the rhythm of regular, weekly church attendance tells your children "Christ is important to us, just like He is at your school."

Remember, Christ's bride is the church, not the school. If your church has membership, JOIN! If you don't think your church is deepening you spiritually, look around and find one that does.

Everything you do affects how your kids view the world. Church hopping says "church is just a Sunday theater experience, not a community." You may not notice the difference in the short term. But over 10 years, I saw this make all the difference in the success of our graduates. Your tuition dollars will be amplified by this simple contribution.

**2 Eat dinner together every night.**

Establish small, simple traditions: for example, a bell to ring everyone to the table and a job rotation setting the table. Setting the table with all of the utensils may seem unnecessary on pizza night, but the habit forms a love of family in its own small way. Find a liturgy (a regular habit) in your prayer for the meal. For example, in our house I always say the prayer, but the kids each get a turn to thank God for at least one thing.

It's easy to let busyness disrupt normalcy in our homes. The correlation between intentional stability in the practices at home and steady kids is clear. If your schedule is too hectic with all the sports, music lessons, etc.—simplify.

**3 Model a love of great things.**

Parents who enroll their students in a classical school but shrug and say, "That stuff is too complicated for me; I'm a regular Joe," send a mixed message. Be honest. If you don't love Shakespeare, Dickens, or Milton, tell your kids you are working toward loving it. And show that you are.

Some tips: Have a family reading time where everyone sits in the family room and reads their book. (Any book, it doesn't have to be a classic.) Simple. If someone wants to comment now and again, great. But silently reading together models a love of the right things. If Dad only reads the

[Continues on page 21...]



# Letters & Notes

## 2016 Repairing the Ruins Conference

Teachers, administrators, parents, and students joined us for teaching, learning, and fellowship June 22-25 in Atlanta, Georgia. Amazing speakers, uplifting entertainment, and the energy of shared ideas combined to make this year's event even more beneficial for those who carry these lessons home to our students. This year's conference welcomed almost 1300 attendees and registration had to be closed before many people could register.

The more we come together, the more effective we will be.

### ■ WORDS

"Be a hunter, a harpooner of words, but bring them back alive ..."

—N.D. WILSON, bestselling author and Fellow of Literature at New Saint Andrews College

### ■ WORSHIP

The Gettys and band entertain and uplift with their "Facing a Task Unfinished" tour.

*We, who rejoice to know Thee,  
renew before Thy throne  
the solemn pledge we owe Thee—  
to go and make Thee known.*

### ■ CHURCH HISTORY

"In the Roman Catholic Church, they begin with bread and wine and, during the mass, it is mystically transformed into the body and blood of Christ. In my Baptist church, we also begin with bread and wine, but the bread stays bread, and the wine is mystically transformed ... into grape juice!"

—DR. LOUIS MARKOS, Robert H. Ray Chair in Humanities and professor of English, Houston Baptist University



## Don't Miss Out...

...on next year's conference!  
Visit [2017.RepairingTheRuins.com](http://2017.RepairingTheRuins.com).



### ■ MUSIC

Who knows what will happen in music class this year?

### ■ STUDENT VIEW

"I was thoroughly inspired by the presentations and I hope to attend next year's conference in Pittsburgh!"

—LEAH MARCH, Class of 2016,  
The Ambrose School, Meridian, ID

## Whitefield helps fallen serviceman's family

Tun Tavern is a ministry dedicated to Marine Corp missions. They know the need is great, and the best missionaries are soldiers and officers—those on the front lines, in more ways than one.

Shawn Campbell was part of Tun Tavern. On January 14, 2016, during a routine night training mission in his CH 53 Marine helicopter along with 11 other Marines, two aircraft collided and went missing just off the north shore of Oahu. The search and investigation continue today.

Kelli Campbell and her four children left Hawaii and their classical Christian homeschooling co-op to be near family. When they heard the news, Whitefield Academy in Kansas City, MO, contacted them, offering free tuition for the remainder of the year and opening their uniform closet to the kids. Kelli and Shawn's dream of classically educating their

children is now upheld by an entire community of like-minded people

as the Lord uses this body to heal their hearts.

If you would like to help Kelli and her children, Tristan, Kenna, Kate, and Donovan, financially with day-to-day costs and tuition for the coming years, you can send your tax-deductible contribution to:

**Tun Tavern Fellowship:** [www.tuntavernfellowship.org](http://www.tuntavernfellowship.org) > The Deuteronomy 10:18 Fund

**In the memo line you may write:** In memory of Shawn Campbell

—CHRISTY KAISER (on behalf of the Campbell family)

*Deuteronomy 10:18: "The Lord defends the cause of the fatherless and the widow..."*



# THE COMMON CORE'S FIVE-WAY POWER PLAY





# BIG CHANGES AFOOT



Common Core, AdvancED  
Accreditation, The College Board,  
Textbook Publishers, and the U.S.  
Department of Education



## More Info

For more on the Common  
Core, visit [ClassicalDifference.com/commoncore](http://ClassicalDifference.com/commoncore).

**COMMON CORE CAME OUT WITH A BANG**—over 40 states adopted it. What few realize is that the Common Core's impact is not limited to educational standards. The real story is in the widening net the Common Core is casting.

### ADVANCED ACCREDITATION— CONSOLIDATED POWER IN AMERICAN SCHOOLS

At the same time Common Core was rewriting standards, the most significant K–12 accrediting change in over 50 years emerged. Accreditors visit state and private K–12 schools to verify that they meet certain standards and then typically grant recognition so students can transfer between schools, play in state athletic leagues, apply for grants from some organizations, and meet public graduation requirements. In 2006, AdvancED, a private accrediting body for K–12, was formed by merging most of the nation's K–12 regional accrediting organizations to form one massive accrediting powerhouse, officially recognized in over 37 states and through reciprocity agreements in all 50 states.

While private, AdvancED carries the power of law in most states because state statutes specifically refer to the regional accreditors that AdvancED acquired. AdvancED includes Common Core in its standards—if not officially, through the accreditation instruments and the

enforcement of state standards. One classical Christian educator who underwent AdvancED accreditation put it this way: "AdvancED desires to standardize teaching and learning and is a natural partner with other standardization efforts like the controversial Common Core Curriculum. By definition, classical Christian education rejects the progressive model of education used in the vast majority of public and private schools today."

### IMPOSING COMMON CORE THROUGH THE SAT & STRINGS- ATTACHED FEDERAL GRANTS

In 2016, the nation's oldest and most accepted college entrance exam, the SAT, was redesigned from the ground up with the Common Core in mind. The College Board (publisher of the SAT) is now headed by David Coleman, the former pioneer of the Common Core. Finally, the federal government, which spends \$154 billion on education through local district and state grants, now makes it clear that the money will follow the Common Core. This alignment of accreditation, common core



standards, college entrance exams, and federal dollars will inevitably reshape the face of American education.

Conventional standardized tests used in K–12 are also feeling the pinch. The storied Stanford Achievement Test, published since 1926, is being retired. The

equally well-accepted Iowa Basics Test now aligns to the Common Core. Terra Nova, used by many Christian schools, is aligning to the Common Core. Because states are adopting the Common Core, they are adopting tests that test to the Common Core. This will shape the curriculum of thousands of Christian schools.

2012. Since then, publishers like McGraw-Hill, Houghton Mifflin, and Scholastic News have begun development of texts that conform to the Common Core. Indirect control of the textbooks will make the Common Core's influence spread to nearly every school in America.



## Common Core: Facts & Fiction

**In 2008, Janet Napolitano, who later served in the Obama Administration** and as

the president of the University of California system, launched the Common Core initiative. In its early years, Napolitano worked to build a coalition of states to sign on to the standards. The Obama Administration officially backed the standards in 2012. His "Race to the Top" program earmarked \$4.35 billion, in part, to promote Common Core. The U.S. Department of Education, which controls billions more in educational funding, encourages states to adopt the Common Core. The U.S. Department of Education runs programs that influence 99,000 public schools and 34,000 private schools, and the 56 million students who attend them.

The Common Core covers reading and math, but not science or other subjects. However, Next Generation Science Standards (NGSS) are a companion set of standards, provided by another organization, that dovetail with the Common Core to provide standards in science and social studies. We believe these will roll into the Common Core eventually.

The primary sponsor of the organization that governs the Common Core is the National Governors Association—a non-government agency. The standards are copyrighted and controlled by this group and another, the Counsel of Chief State School Officers. This non-government status is important because a number of U.S. laws prohibit the federal government from directly implementing standards in schools.

David Coleman, successor to Napolitano at the Common Core, became the shepherd

[Continues on page 13 ...]

[The Common Core organization] will form the beliefs and attitudes of tomorrow's leaders, and a nation of citizens.

### THE TEXTBOOK COMMON CORE GOLDRUSH

With about 35 states implementing Common Core and about the same in AdvancED, we will see nearly the entire textbook industry follow. Even Christian private schools that traditionally conform to state standards will be impacted by the textbooks. Several major textbook publishers aligned to the Common Core early. Pearson announced its support in

### WHY SHOULD THIS CONCERN CHRISTIAN PARENTS?

The Common Core's narrow, protected control of K–12 educational standards in the U.S. is unprecedented. For the past 100 years, progressive educators sought the holy grail of power in America—universal control of education. John Dewey, Charles Potter, and a host of other progressives made a play for universal educational control and standards in the early twentieth century. Charles Potter's statement in the 1930s reveals this progressive intent: "What can theistic Sunday School, meeting for an hour once a week, do to stem the tide of a five-day program of humanistic teaching?"

Lawrence Cremin, an historian at Columbia University, says it this way:

If education was to be the principal engine of an intentionally progressive society, then the politics of education

## Cutting to the Core

### WHAT THE PLAYERS ARE SAYING

To understand the direction that Common Core will likely take, we can look at the careful language in their mission.

The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.

—From the Common Core

The College Board has played an active role in the development of the

Common Core, and we are confident the Standards will make a profound contribution to equity and excellence and serve to level the playing field for all students to have access to college and career readiness."

—Paul W. Sechrist, Chair of the Board of Trustees of the College Board (SAT)

We can see that, as noble as the inclusion of all students and a level playing field may be, the standards are not about excellent education. The focus is on political ends. How do math or language standards ensure a "level playing field" or address "where they live"? They can only achieve this goal if they are political rather than educational in nature.



would have significance far beyond the control of schools.... It would hold the key to the achievement of the most fundamental political aspirations—in effect, the key to the American Paideia.

Once a single set  
of standards—governed  
by a progressive  
organization—becomes  
widely accepted,  
the future will lead  
to new standards,  
politically imposed.

The Common Core organization has protected the standards using copyright law so that they may not be altered or edited without permission. One unelected, unchecked organization will soon have the power to enforce standards in K–12 education nationwide. This will inevitably lead to more controversial enforced standards in the future once the standards are embedded in America's educational fabric. Never

before in American education has one organization had so wide an influence and control over standards, federal funding, accreditation, and college entrance testing. They will form the beliefs and attitudes of tomorrow's leaders, and a nation of citizens.

We believe that neutrality in educational content has proven impossible. In the spring of 2016, we saw the Obama Administration's willingness to force school districts across the U.S. to broaden non-discrimination requirements, originally meant to apply only to gender, to include LGBT protections. This "force" was applied through billions of dollars in federal grants to state and local educational districts.

The U.S. Constitution impedes direct federal control over what is taught in America's schools. Architects of the Common Core, using a five-way power play, have circumvented the law and positioned the Common Core as the single controlling force in American education through money, testing, accreditation,

and textbook control. We encourage Christian parents to be vigilant. Now, more than ever, parents should think twice before sending their students to public or charter (which are also influenced through the federal earmarked dollars) schools. ■■

► and champion who was responsible for the Common Core development between 2009 and 2012. In May of 2012, Coleman took his Common Core experience with him to become the president of the College Board, the organization that administers the SAT, AP, and other subject-level tests. His role at the SAT drew concern. Coleman openly set out to reformulate the SAT away from its reasoning roots, toward measurements in line with the Common Core. This move had many concerned that the test would inevitably become politicized. Stanley Kurtz of the *National Review* put it this way: "Once the AP U.S. history test demands blame-America-first answers, public and private schools alike will be forced to construct an American history curriculum that 'teaches to the test.' "

The Common Core is not a curriculum. Rather, it is a set of standards. "What should students know and what should they be able to do?" is the question answered by the standards. When teachers or parents refer to "the new Common Core curriculum," they are not accurate. Many curriculum providers are now producing textbooks that are aligned to Common Core standards. These employ a variety of new and relatively untested methods.

Forty-two states were initially members of the Common Core State Standards Initiative. At least four states have since withdrawn.

The supporters of Common Core include the Gates Foundation, the Carnegie Foundation, George Soros, and Rupert Murdoch's corporation. In the early years, Jeb Bush and Mike Huckabee signed on. Why do some conservatives support the standards? Early on, the idea of higher educational standards drew the support of a few conservatives. Over time, this support has eroded. ■■



Learn more...

... about Paideia at [about.ClassicalDifference.com/the-paideia-factor](http://about.ClassicalDifference.com/the-paideia-factor).

## Why textbooks fail ...

### ... IN HIS OWN WORDS

“By all means marry. If you get a good wife you will become happy, and if you get a bad one you will become a philosopher.”

—Socrates

### ... BY THE BOOK

“Socrates was a Greek philosopher who observed societal patterns.”

—The Textbook



# THE COMMON CORE AND THE CLASSICAL TRADITION



Logos School, Moscow, ID

LET ME OFFER FROM THE ONSET WHAT I think describes the entire exercise of the Common Core (CC) in our national schools: educational fatigue and weakness. The entire proposal betrays our lack of vision, health, and confidence to educate our children. Why do I think this?

The CC focus is almost entirely on efficiency—the sure sign of weakness.

When everything about a people is for the time growing weak and ineffective, it begins to talk about efficiency. So it is that when a man's body is a wreck he begins, for the first time, to talk about health. Vigorous organisms talk not about their processes, but about their aims.

—G.K. Chesterton

The extent of our Common Core vision of educational health is “career and college readiness.” This, frankly, spells the end. With no robust vision for the end of education, education ends. What do we have in its place? Technical training. Technical training never

was, and never will be, an education. I recall a friend of mine, a physician, standing up before a group of parents joining together to start a classical school and saying, “I am very highly trained and very poorly educated.”

The Common Core program is likely the largest “process program” in the history of education. Are standards evil? No, they are not. Some standards are worth articulating to guide teachers who are masters of their art or discipline (best set by the master teachers themselves). But without a vision for education, standards are all that's left; they become our focus, and thus they subdivide and

multiply. You have scholastic anesthesia. Watch the teachers become technicians. Watch the students go to sleep.

In another vein, Chesterton said, “When you break the big laws you do not get freedom. You do not even get anarchy. You get small laws.” We have broken one big law of education. The big law says “you shall cultivate and nourish a human being on truth, goodness, and beauty.” We have said “we shall train workers for the global economy” (career readiness) and “we shall train them to get further training” (college readiness). What do we get? Many, many small laws that we call “standards.” Clipboard ready?

You have scholastic anesthesia. Watch the teachers become technicians. Watch the students go to sleep.

Whatever else CC is, it certainly is an attempt to institute a national and consistent set of standards amounting to a national curriculum. It is all legal, despite the fact that various acts of Congress expressly prohibit the enactment of a federal curriculum (see in particular the Department of Education Organization Act of 1979). How is this possible? It is possible because it was the states (via the states' Departments of Education) that adopted the standards. All this has been meticulously documented and hotly contested, with “Stop Common Core” organizations



working in almost every state in the union. Only five states—Alaska, Virginia, Nebraska, Texas, Minnesota—have not adopted CC; about 30 states have pending challenges to all or part of CC.

As someone within the classical education renewal, I can only add a few observations springing from my ongoing study of the classical tradition.

- Common Core is just the latest move by thoughtful, intelligent people who are not able or interested in educational solutions from the classical tradition. For the progressives who dominate the educational conversation, any solutions must be in the future not the past.

- Excessive analysis becomes an autopsy. It is possible to analyze something ... to death. Great teachers know how much analysis a student can take,

and know when to switch back to the big picture that inspires students with beauty, purpose, and the point of it all. What's lost, even if inadvertently? The love of math, history, literature, science—and the ability to encounter them and experience them as wonderful facets of truth, goodness, and beauty.

- Too much poor teaching drives the push for CC. One legitimate cause for CC: pervasively bad teaching in too many schools (not all of them—some have managed to be admirable in many ways). Our nation's teachers, for example, are not generally trained to be well-rounded masters of several disciplines, but specialists who cannot integrate, say, biology with history or literature with music. Fragmented themselves, they can offer only a fragmented education to their students.

- Implementation of CC will produce less of what it seeks. The great irony: while this response to increase learning and accountability seems rational and understandable, I believe it will produce precisely the opposite effect. Why? Because teachers as dissectors and in-

**The classical conception holds true, and is a rock that the tide and waves cannot diminish.**

spectors cannot inspire learning, and without inspiration, students cease being students. More and more students must be compelled to academic work, because they lack an internal drive to seek after truth, goodness, beauty, and knowledge.

Again, why? Because the CC architects do not understand what education truly is. To them education is a science—the right application of a tested method to produce predictable results. We don't need a “master”—we just need someone who can apply the tested techniques consistently upon a group of humans. The CC organization responds that they do not specify HOW teachers teach just WHAT they are to teach. But that is verbal gobbledygook.

The classical conception of education holds true, and is a rock that the tide and waves cannot diminish. Human beings are above the animals as conscious beings capable of apprehending and knowing truth, goodness, and beauty as eternal realities. They are best taught by wise, eloquent and virtuous teachers who have themselves been cultivated by a study of language, history, literature, mathematics, music, natural philosophy, moral philosophy, and theology.

[Continues on page 16 ...]

## The Classical Christian SAT Advantage

### WILL IT CONTINUE?

About a quarter of ACCS graduates attend the Top Colleges in *U.S. News and World Report's* list. Our graduates are sought after, particularly at the finest Christian institutions. In part, this has been due to our “incredible” averages on the PSAT and SAT. The word “incredible” is used carefully here. At first blush, the ACCS averages seem so good, they are statistically unlikely. But they have been consistent over time. ACCS SAT averages in 2015 were 85 points higher than independent schools. “Independent schools” are made up of some of the finest private prep schools in the country. By comparison, these independent prep schools outscore public schools by about this same margin—86 points. So, the ACCS is 171 points above public schools, and 85 points higher than independent schools. If you add in the writing component, the numbers are even more impressive for the ACCS. Put another way, if we believe the test score statistics, ACCS graduates are twice as advanced as those who attend schools that, according to the National Center for Educational Statistics, charge around \$20,000 per year. Our average tuition is around \$7500. Our college readiness index seems equally improbable: our students average 237 points above the benchmark. Independent schools? 99 points above the benchmark. Religious schools? 46 points above the benchmark. Our students also disproportionately earn National Merit Scholar status. Dollar for dollar, it's hard to beat the value of classical Christian education for college preparation.

While the SAT has been radically changed from a test that measured a student's reasoning ability to a test that measures their knowledge of Common Core standards, our students will likely continue to have an advantage. Reasoning and language skills will continue to help our students succeed on the tests and in college. For example, even though the ACT is more of a content (achievement) test, our students still score an average of 26.2 (vs. 21 nationally) on the test.



### Wait! There's more ...

To see the full article, “The Common Core and the Classical Tradition,” visit [ClassicalDifference.com/commoncore](http://ClassicalDifference.com/commoncore).

Teaching is an art and relationship (of love and kindness) in which teachers impart themselves to their students, so that after being fully trained, students

will become like their teacher. Is CC the roar of a tide coming in or going out? I am not sure, but classical education will remain steadfast and intact, as

it has for 2000 years. ■■

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CHRISTOPHER A. PERRIN, PhD, president of Classical Academic Press



Cary Christian School, Cary, NC

## The Good News...

### YOUR SCHOOL AND THE COMMON CORE

IF YOU RECEIVE THIS MAGAZINE, you're probably already enrolled in an ACCS (Association of Classical Christian Schools) member school. The ACCS, the accrediting body for classical Christian schools, is joining with other organizations to provide an alternative to the Common Core:

**1** ACCS accreditation does not require conformance to state standards, and therefore the Common Core. We deliberately avoid "regional accreditation" reciprocity agreements that would require our schools to compromise their independence by conforming to state graduation standards. Our schools will remain free to practice classical Christian education independent of the Common Core.

**2** The ACCS recently joined forces with the Classical Learning Test (CLT), an alternative to the SAT that is rapidly gaining acceptance as a wide range of educators join forces

to support excellence in collegiate education. While we anticipate that ACCS students will continue to do very well on the SAT, we're excited to see the development of an alternative to the Common Core test, and it is already available. We're also encouraging our members to take the ACT as an alternative to the SAT. While both are achievement tests (they test knowledge more than reasoning), the ACT has not fully aligned to the Common Core.

**3** ACCS member schools annually confirm that they do not accept government funds in such a way that their educational independence is compromised. This helps protect our schools from "strings attached" Common Core requirements by the federal government.

**4** Teachers in classical Christian schools are insulated from the Common Core. Education colleges, which are involved in licensing nearly all public and many Christian school teachers, are beginning to train to the Common Core. Member schools within the ACCS are independent of these licensing requirements. As an alternative, we have a teacher certification program for accredited member schools.

**5** Textbooks in classical Christian schools are generally original works from the past, or they are written by classical Christian publishers. In either case, the Common Core, directly or indirectly, has no impact on these books. In fact, most of our textbook authors purposely reject the Common Core.

ACCS graduates  
are twice as  
advanced as  
those who attend  
schools that  
charge around  
\$20,000 per year.

### WHAT DOES THIS MEAN FOR STUDENTS AT ACCS CLASSICAL CHRISTIAN SCHOOLS?

We reject the Common Core because it distracts from true education. Without too much detail, it emphasizes modern, data-driven learning work rather than well-rounded studies to promote logic, analysis, depth, and wisdom—classical literature, history, philosophy and theology are silenced. Thus, the Common Core standards drive priorities and content that are incompatible with Christianity and with classical education as a whole. (See "Common Core and the Classical Tradition" by Dr. Chris Perrin in this issue.) For these reasons, ACCS member schools are among the most independent schools in the nation. ■■

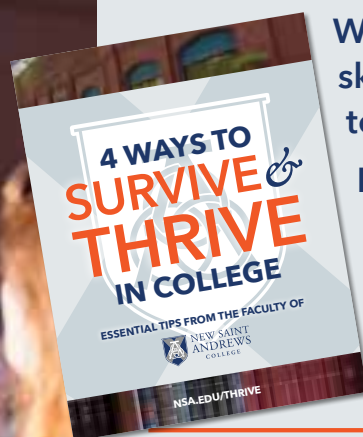


ACCORDING TO U.S. NEWS & WORLD REPORT,\*  
"AS MANY AS **1 IN 3** FIRST-YEAR STUDENTS  
**WON'T MAKE IT** BACK FOR SOPHOMORE YEAR."

—————→ **DON'T BE A STATISTIC.** ←————

NSA CAN HELP! **AT NSA.EDU/ACCS-THRIVE**, YOU'LL FIND  
OUR FREE E-BOOK WITH THE TIPS YOU NEED TO

**SURVIVE & THRIVE**  
THROUGH ALL FOUR YEARS OF COLLEGE.



What **4** essential  
skills do you need  
to thrive in college?

Download our  
FREE E-BOOK  
to find out:

**WWW.NSA.EDU/  
ACCS-THRIVE**

## VISIT NSA

During a Prospective  
Student Weekend—  
or anytime:

September 2-5 (Labor Day)

September 22-26 (Wordsmithy)

October 28th-31 (Fall Carnival)

**NSA.EDU/VISIT**



NEW SAINT  
ANDREWS  
COLLEGE

\*<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/regional-universities-south/freshmen-least-most-likely-return>

A young man with short dark hair, wearing a black suit, white shirt, and dark tie, is standing and speaking. He is looking slightly to his right. He is holding a blue folder or book in his left hand. The background is a blurred courtroom setting with other people seated in the audience.

# MOCK TRIAL

Real Judges,  
Real Courtrooms,  
Real Life





**“I’LL TAKE THAT UNDER ADVISEMENT,”** a magistrate judge from the State of Colorado responded after a quick objection by a tall, sharply dressed student-attorney from Duchesne Girls School, the reigning national champion. Another Duchesne witness continued, angry and desperate. “I know that rancher killed my sheep!”

Spectators wondered if she would break out of her accent as the cross examining attorney pressed. “Yes or no, Ms. Zaballa? Did you see the defendant anywhere near your sheep?” The Ambrose School’s attorney held her gaze until a quiet ‘no’ reluctantly came. He turned to the jury. “No further questions.” At the U.S. Mock Trial Nationals, the best team from each state competes for the national title.



Logos School, Moscow, ID

In a courtroom in Texas, the witness on the stand sobbed loudly, his head in his hands, his shoulders shaking. His pet, Pixel Poo Poo, had been killed when an angry neighbor shot a drone out of the sky and it crashed onto the dog. The attorney directing the questions at the witness gently asked, “Do you need a minute, Mr. Barkley?” The audience snickered. The judge stifled a laugh. This witness was good. Really good.

In Tennessee, home-schooled teenagers wearing suits sat nervously behind the counsel table at the front of the courtroom awaiting the verdict. When the judge announced their victory, they jumped from their seats and hugged each other in relief and elation—it was a well argued case, and the victory was deserved.

In the sometimes bizarre world of high school mock trial competitions, 9th–12th grade students take on the roles of witnesses and attorneys in fictitious court cases. They spend countless hours over the course of several months preparing their roles. Witnesses memorize witness statements (or affidavits)—they must “become” their character if they are to withstand the grueling cross examination from an opposing team’s attorneys. Teen attorneys write compelling, persuasive opening and closing statements, prepare their own witnesses for direct examination, and craft strategic questions for the cross examination of their opponent’s witnesses.

At regional competitions each winter, in more than 40 states and U.S. territories, teenagers wearing power suits and brandishing exhibits take sides and argue their cases in front of a judge and jury of volunteer real attorneys. The jury rates the individual students on their performances, and ultimately awards each round to one team. The winners of the local competitions go on to compete in their state’s competition, and the state winners battle it out at the national competition each May.

You can see high school students doing things you didn’t know humans could do.

At these competitions, you can see high school students doing things you didn’t know humans could do, says Chris Schlect, head of the mock trial program at Logos School in Moscow, Idaho. Schlect has coached more teams to nationals than any other coach. He became the coach when he was a teacher

at Logos, but even when he left Logos to become a Fellow of History at New Saint Andrews College, he could not leave coaching mock trial behind. Logos has qualified for the national competition 14 times, ranking as high

as 5th in the nation. This year they placed 7th, just behind their sister classical Christian school, The Ambrose School in Meridian, ID, who placed 6th.

Mock trial is an extra-curricular activity that classical students are particularly well-suited to, says Schlect, because

## Courting Victory

Although there are certainly many more, here are just of few placements we know of from classical schools around the country this past year.

- **6TH IN NATION**  
The Ambrose School, Meridian, ID
- **7TH IN NATION**  
Logos School, Moscow, ID
- **3RD IN STATE**  
Covenant Classical School (Inaugural Team), Fort Worth, TX
- **5TH IN STATE**  
Providence Classical School, Spring, TX
- **6TH IN STATE**  
Agathos Classical School (Inaugural Team), Columbia, TN
- **1ST IN REGION**  
Live Oak Classical School, Waco, TX



FOR INFORMATION ABOUT **HOW TO START A MOCK TRIAL TEAM**, SEE [CLASSICALDIFFERENCE.COM/MOCKTRIAL](http://CLASSICALDIFFERENCE.COM/MOCKTRIAL).

they have been trained to think logically, to make eloquent, persuasive arguments, and to work hard. It is a practice in excellence.

“The ability to parse and to break down something as complicated as a mock trial problem, and to identify it’s most meaningful, significant, and relevant aspects, is an incredible life skill,” Schlect says. “And I think classical schools inculcate that throughout their entire program.”

Maggie Church was part of the 2005–2008 mock trial teams at Logos, and in 2008 she received an award at the national tournament for the best all-around mock trial participant. Church teaches at Logos now and helps coach their mock trial teams. She says mock trial encompasses all of the trivium, fitting perfectly in the rhetoric stage of a classical education.

“My education taught me how to learn, and that really is the most helpful when attacking a 90-page case in six weeks at the national level,” says Church. “You memorize the building blocks of law, rules of evidence, and the case materials.

You analyze arguments and build them yourself. Then you have to present it all winsomely in a way that makes sense to a jury member.”

Being part of a mock trial team requires hard work and long hours. “It means an entire season of sleep deprivation, of sweat, of getting ruthlessly criticized by the coaches and knowing that that’s just how it is,” says Chris Schlect. But the intensity of the criticism is balanced by equal intensity of laughter and camaraderie, for he continues, “You can’t take yourself too seriously in mock trial.”

For Maggie Church, mock trial has created some of her strongest, most lasting friendships. “When you are working side by side for six months, through edits, revisions, early mornings, late nights, stress, laughter, and all the craziness, you really have a deep bond,” Church says. “My mock trial teammates saw me at my worst and my best. You have to be there for each other at counsel table—you have to trust them and rely on them for everything.”

Mock trial. It’s all about the things we want for our kids—intelligence, grit, wisdom, leadership, community—and at a level almost impossible to reach in any other school activity. ■■

by AMY BURGESS

## More Online

Visit [ClassicalDifference.com/mocktrial](http://ClassicalDifference.com/mocktrial) for links:

- Mock Trial: Designed for Classical Christian Education
- Homeschools and Classical Schools Dominate National Mock Trial Competition
- 2016 National Mock Trial Championship
- National High School Mock Trial Championship
- Underdog Warriors Head to State Mock Trial



Inaugural Mock Trial Team, Agathos Classical School, Columbia, TN



“As anyone who’s been involved with mock trial will tell you, it is addictive.”

—Minnesota State Bar Association

“... You need to think on your feet... [In college] I’ll be surrounded by people who don’t have the same assumptions I do about the world, and I’ll have to think then and there what words will come out of my mouth that will be helpful to this person.”

—Victor Fontenot, Covenant Classical School, Fort Worth, TX

“Through mock trial, I have advanced in my knowledge of courtroom skills, etiquette, and procedures. I have also

greatly improved my public speaking. Mock trial has provided me with incredible friends and experiences that are among the best that I have ever had. I would not give up mock trial season for anything.”

—Colin Post, Providence Classical, Houston, TX

“Auditioning for a spot on the mock trial team is undoubtedly one of the best decisions I’ve made. [Mock trial] has improved my public speaking, sharpened my critical thinking skills, and allowed me to compete with some of the smartest people I know.”

—Mary Liz Overcash, Providence Classical, Houston, TX



[... "DIY Parenting," continued from page 8]

news on his iPad, his kids will absorb that value.

On the musical side, with an Amazon Echo and Prime, stations that play great top-100 classical, jazz, blues, and other genres are one voice command away. Ease makes it happen. Other technologies are probably equally good at this. Long-term exposure to great music over 10 years will change who your kids become because it will cultivate what they love. One family I know cultivated this love in their two sons. The oldest son, now at West Point, still admits, "Bach is my music."

#### **4 Invest in your marriage.**

I've seen some single parent situations produce some of our best graduates. But, I have to be honest: Sound marriages generally correlate with sound children. When students go through tough times in 7th–10th grade, mom and dad, united and steady, provide the keel and anchor for the storms. Dad: Be the spiritual leader. Drive the family to get ready for church, lead the prayers, read scripture at the table. Get together with other dads for book clubs, or Bible studies. And, love your wife. God honors generationally, so your love for Him will be reflected in your kids. Mom: Establish a household that reflects the order, goodness, gentleness, and beauty of God.

#### **5 Love the way Christ loves.**

Remember, our Father encourages and chastens those whom He loves. Parents should, too. Demanding parents, balanced with grace, turn out the best kids. It's hard these days. Every model we have says, "Turn them loose and encourage them." "Chasten them" is not popular. The best families I encounter demand much of their kids, and they love them greatly.

I saw close relationships between fathers, sons, daughters, and mothers that were intimate and very loving. But, if that was matched with parents who let their kids make important decisions—too important for their age—then the students never reached their potential.

For example, if parents want to consider other educational options, that is within God's calling. But students should

not be contributing to that decision. The most successful graduates we've had would say, "My parents never really gave me a choice." They would go on to say, "The classical Christian education I received fundamentally changed who I am." (See our Alumni Profile on page 24.)

Of course, each of these has probably been in a sermon you've heard. But my background is in the business world, often analyzing the correlations that make a product or service successful. Amplify your investment in classical Christian education. After 11 years of working with families and graduating many students, I believe these five principles are among the most important for nurturing students who love and worship the Lord. ■■

Prepare  
the child for  
the path, not the  
path for the  
child.

Veritas School, Richmond, VA



# Good at finding the perfect gift?

The rest of us need your help.



Teacher (noun): a person who helps you solve problems you would never have without them.

—imfunny.net

## TEACHER GIFTS ON ETSY:

■ "Being a teacher is easy. It's like riding a bike. Except the bike is on fire. You're on fire. Everything is on fire."

—Mug, [www.etsy.com/shop/TheHoldFastery](http://www.etsy.com/shop/TheHoldFastery)

■ "I'm a teacher. To save time, let's just assume I'm never wrong."

—T-shirt, [www.etsy.com/shop/SilkRoadTees](http://www.etsy.com/shop/SilkRoadTees)

■ "Yes Maddie, I know your lawyer parents could sue me for unlawful restraint, but you still need to go to your seat."

—Pin, [www.etsy.com/shop/SmirkingGoddess](http://www.etsy.com/shop/SmirkingGoddess)

☁ What are the BEST GIFTS for classical Christian teachers? Weigh in:

Submit your suggestions at [ClassicalDifference.com/poll](http://ClassicalDifference.com/poll).

RESULTS WILL BE PUBLISHED IN THE NEXT ISSUE—JUST IN TIME FOR BLACK FRIDAY!

# Poll: Music Lessons

The results are in!

Do you require your kids to take music lessons? **100% of respondents said "Yes."** Apparently, if you can't say something nice about music, don't say anything at all. Still not sure? These thoughts from our survey participants might change your mind.

100%

■ ... Math is the language of the universe and music is how that language is spoken ...

■ Music should be considered essential for brain development, lays neural groundwork for mathematical skills, and is a universal language ...

■ Playing an instrument is like having a super power. It allows something deep inside of you to speak to something deep inside of others without uttering a word.

■ ... By God's grace, we've given our children an inestimable gift ... their whole framework is reinforced with a sense of beauty and order that harmoniously embodies the classical Christian vision ...

■ ... So that later, when they wish they could play, they can!







Veritas School, Richmond, VA

## I Heard It in the Pickup Line

“How do you get your kids to do their homework?” one mom asked another as they waited for their kids to arrive at the car next to mine.

“I keep all their uniform socks in the freezer. When their homework’s done, they can get out a pair to thaw. It works! Plus, it offers valuable incentive to get homework done the night before and not wait until morning.”

Of course, my first thought was one of surprise. I said to myself, “But what if you don’t have freezer space because of all the prepared meals you purchase so you can help your kids with their homework instead of cooking?”

The homework topic is hotter than August in Idaho, where Chris Browne, upper school dean for The Ambrose School, believes one helpful resource is *Ending the Homework Hassle* by John Rosemond.

Another general parenting resource is the Ambleside blog: [www.ClassicalDifference.com](http://www.ClassicalDifference.com) > Blogs.

### DO YOU HAVE HELPFUL ADVICE FOR GETTING THROUGH THE HOMEWORK HOURS?

Let us know at [ClassicalDifference.com/submissions](http://ClassicalDifference.com/submissions). We’d like to share your ideas in the next issue.

**NOTE:** Most parents we surveyed have already tried junk food deprivation, screen time restrictions, and speaking more loudly than usual.

## I Wish I Had More Time to Read ...

### ... LOUISA MAY ALCOTT

Beth ceased to fear him from that moment, and sat there talking to him as cozily as if she had known him all her life, for love casts out fear, and gratitude can conquer pride. When she went home, he walked with her to her own gate, shook hands cordially, and touched his hat as he marched back again, looking very stately and erect, like a handsome, soldierly old gentleman, as he was.

—*Little Women*

### ... A. A. MILNE

“Sometimes,” said Pooh, “the smallest things take up the most room in your heart.”

Piglet noticed that even though he had a Very Small Heart, it could hold a rather large amount of Gratitude.

—*Winnie the Pooh*

### ... G. K. CHESTERTON

[Modernity may say] “Salvation, like other good things, must not come from outside.” ... But if our subject of study is mediæval and not modern ... we must put ourselves in the posture of men who thought that almost every good thing came from outside ... I do not, in my private capacity, believe that a baby gets his best physical food by sucking his thumb; nor that a man gets his best moral food by sucking his soul, and denying its dependence on God or other good things. I would maintain that thanks are the highest form of thought; and that gratitude is happiness doubled by wonder.

—*A Short History of England*

### ... CICERO

Being and appearing grateful is not only the greatest of virtues, but the parent of all others.

—*M. TVLLI CICERONIS PRO CN. PLANCIO ORATIO*

### ... JOHN MILTON

The debt immense of endless gratitude,/ So burdensome, still paying, still to owe,/ Forgetful what from Him I still received;/ And understood not that a grateful mind/By owing owes not, but still pays, at once/ Indebted and discharged/— what burden then?

—*Paradise Lost*



# What is the fair market value of classical Christian education?

Will Frazier is still finding out



Fair market value, as defined by the IRS, is the “price at which an asset would change hands between a willing buyer and a willing seller when the former is not under any compulsion to buy and the latter is not under any compulsion to sell, both parties having reasonable knowledge of relevant facts.”

After graduating from Wheaton College with a degree in English and philosophy, I took the next, most logical step,

and began working in finance. I’ve spent the better part of my first two years in the throes of capital markets trying to discover and build a case for a company’s “fair market value.” Although in this case the variables are seemingly as endless as the conclusions are elusive, the criteria are universal and the results are measurable; if I am right, and I buy a share below its fair market value, then we profit. Also, no matter the outcome,

we can easily look back and see why and how it was valued.

With education, the variables are equally as endless, the conclusions even more elusive, and the criteria as unique as the results are intangible. This collision of ideas about the telos of education results in as many ways to value and measure its success/failure as there are curriculums for how to do it.

Westminster Academy’s stated purpose is to train young minds to love that which is worth loving. Well, let’s say you’ve somehow discovered a way to test the degree to which one does, as a result of a Westminster education, love that which is worth loving. How does this translate to “value?” The value proposition for many schools is great test scores and admissions to top colleges, which will ultimately position the individual for the best possible job, money, success, etc.

This is measurable. And this is not Westminster’s value proposition.

As I reflect back on my Westminster education, I frankly find nothing conclusive. Are there practical benefits that I see every day—in my job and in my relationships—on which I could build a case for Westminster’s value? Is there value in the facts I learned or even the very way I think? Absolutely there are.

But ultimately, I sit today at 27, 11 years removed from Westminster with very few criteria on which to build a case for its success or failure. As I review all the slips and falls, mistakes and failures since Westminster, the one thing I’ve just recently come to realize is that I was in no way a completed product after graduation.

In my youthful foolishness I thought commencement was the “end” of my Westminster education. Sure, it meant I wouldn’t write any more papers for Mrs.



Perry or wait in fearful agony as Mrs. Behnke used a quart of red ink on my calculus test. There would be no more conjugations for Dr. Johnson, or history essays for Mr. Read, and thankfully no more swift and discreet moves past Coach Smith so as not to expose my white socks and receive yet another dress code violation. Yes, these things would be no more, but this was not the end. I was rather clueless about the fact that I was, and likely still am, very near the beginning.

Many people often ask me if I was “prepared” for college and the “real world” after Westminster, and it may make the administration shudder to hear me say absolutely not! What I was after Westminster was set on a trajectory for a lifelong pursuit of that which is worth loving in a world that places a great deal of worth and love on that which is not.

Would I end up loving much of the wrong thing along the way? Yes, I have, and I still do. I wasn’t “prepared” for the obstacles I’ve faced and yet to face. I would say, rather, that I was “equipped.”

Lest we get lost in a semantic game, I’ll resort to a travel analogy for how I was equipped rather than prepared. Many schools and educational philosophies today take their best stab at “preparing” kids for life’s journey by giving them a map, teaching them all about it, quizzing them on it, and practically requiring they memorize the whole thing. This is neither the classical nor the Christian way. Rather, Westminster gave me a compass and taught me how to use it. So when I wander off the map, as I have and will likely continue to do, I am not lost forever. Westminster, for me, wasn’t about learning a map to find the most efficient routes and become a master of how to succeed by the world’s standards, but about learning to find your way “home” no matter where you end up, learning how to think rightly no matter the context.

This is frankly why the concept of “value” is almost counterintuitive here.

Westminster would rather produce the kinds of students who quietly and humbly pursue God than students with impressive resumes. Only when I draw my final breath can the “value” of my Westminster education be assessed.

Westminster is not producing sanctified kids by the 12th grade, but begins the process of reorienting young minds and hearts, through the reconciling work of Christ on the cross, towards that which is worth loving and for which they were created—worship to the glory of God. Westminster did not teach me to harness my intellectual capabilities for self-gain, but to return their efforts back to the one from whom they came.

Neither was I taught to master the world, or to get the heavens into my head, but, as Chesterton says, to simply get my head into the heavens. I learned to pair my childish sense of wonder with an acutely critical thought process, whereby we at once enjoy the world as if it were wildly unfathomable and yet pursue an understanding of it as if it were imminently discoverable.

When I  
wander off the  
map, as I have  
and will likely  
continue to  
do, I am not  
lost forever.

It is as if God’s creation is a massive connect-the-dots puzzle. As we labor to connect them all, we find moments of conclusion. In these moments we get to peer into the grand and unending narrative, not because we comprehend the universe or the nature of God, but because we see how truly incomprehensible it is! We are left in awe and wonder when we step back, review our discovery, and find we’ve connected but a handful of dots in this infinite chain. Yet we press forward with all the joy of the most unassuming child and all the acuity of the most critical scholar, knowing that the more dots we connect, the more we realize how grand this puzzle is.



For assessing Westminster’s success in my life, it’s not what I’ve learned, or who I’ve become, but who I am becoming, and for better or for worse, you can’t put a price tag on that. The dividends Westminster is paying in my life are in a completely different currency than the U.S. dollars my parents forked over to get me there, and the ultimate value is not something received on paper or spoken from the mouths of men, but only in hearing the words from Him who alone is valuable and can give value—“Well done my good and faithful servant.” The IRS has a definition of value, as does the world; the question is, what do you value? ■■

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**WILL FRAZIER** is a graduate of Westminster Academy, Memphis, TN, class of 2004.




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**EDITORS NOTE:** We find it evident that Mr. Frazier benefited, as all children do, from another, often unappreciated value found in classical Christian education: it orients students to a way of thinking about the world so that they may ask the right questions. From his excellent assessment above, it’s clear he’s thinking on and about things that most 27-year-olds simply don’t. Thank you, Westminster Academy in Memphis, Tennessee, for this article.

# Winners of the 2016 Blakey Prize in Fine Art

1st



Painting: First Prize

## **Composition in Light**

*Heather Thompson*

Evangel Classical Christian School (Alabaster, AL)

14" x 18", oil on panel

"I composed my piece as part of a seven-month master study in Flemish oil painting. Painting this still life of a cow and deer skull using Flemish technique involved three distinct layers. By using repeated layers of paint and a series of thin oil glazes, Flemish painting aims at a high degree of detail and realism while maintaining smoothness and subtlety. I have endeavored to capture the elegant structure of God's design within these creatures."

## BLAKEY | PRIZE | in Fine Art

The ACCS offers this contest annually. They welcome entries from all ACCS-accredited schools. Check with your school to find out more.

Drawing Finalist

### **Floral Study**

*Kialynn Palpant*

The Oaks

(Spokane, WA)

Painting Finalist

### **Summer Lemonade**

*Emma Feeney*

Rockbridge Academy

(Millersville, MD)



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Send your submissions to [ClassicalDifference.com/submissions](http://ClassicalDifference.com/submissions). Published student works earn a \$10 Amazon gift card for purchasing classic books. Or crayons.

2nd



Painting: Second Prize

### **A Walk in Fredericksburg**

*Samantha Wilmot*

Annapolis Christian Academy  
(Corpus Christi, TX)

22" x 18", watercolor on paper

"Walking around Fredericksburg, I came across this staircase and was immediately drawn to the charm. My painting technique was influenced heavily by John Singer Sargent's vibrant colors and the blurring of hard and soft edges he used often in his watercolor paintings. The wall, too, has an assortment of bright color, but underneath lies a unifying blue-brown tone that lends coherence to the painting, modeled after Sargent's technique when painting non-human subjects."

1st



Drawing: First Prize

### **To Have and To Hold**

*Emily Jordan*

Westminster Academy (Memphis, TN)  
20" x 14", graphite on paper

"This piece is a graphite representation of a photograph that I took of my grandparents. First and foremost, it was inspired by the subjects themselves, who have consistently demonstrated through their lives and character what it means to live and grow in love and virtue with the Lord and with one another. The concept employed within my reference photograph was drawn from the work of the Italian photographer, Gianfranco Meloni, whose unique and moving portraiture is well suited to my own artistic style."

2nd



Drawing: Second Prize

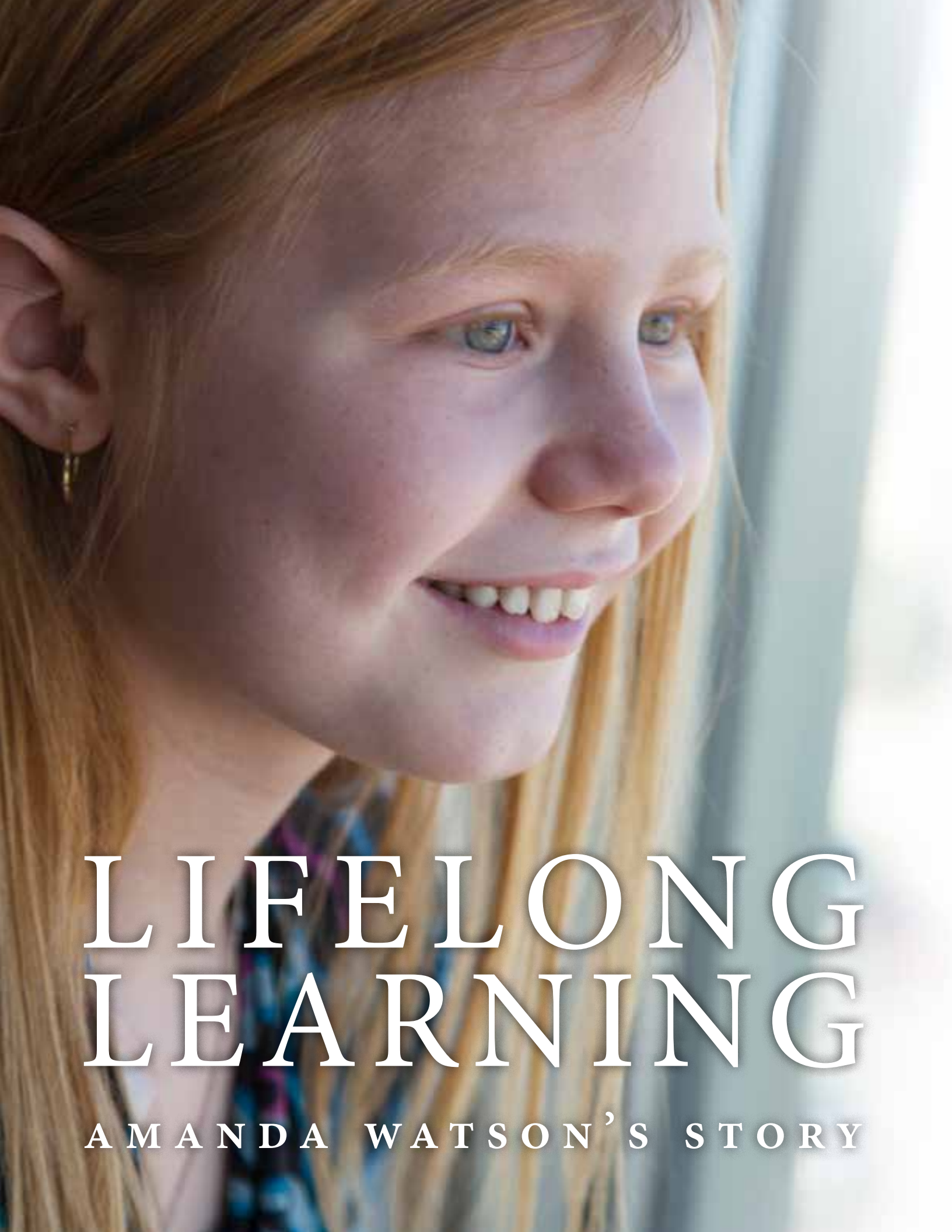
### **Joy**

*Lia Vanderploeg*

Cedar Tree Classical School  
(Vancouver, WA)

14" x 11", graphite on paper

"This piece is drawn with graphite pencil. It, and all my portraits, are inspired by Michelangelo's sculptures, but more specifically, their faces. Through art and art history classes, I've been drawn to the amazing accuracy of proportion and expression in his sculptures. Because his sculptures have no color—only value—they reminded me of graphite sketches. This particular piece incorporates variety in value, unusual facial expression and angle, just as seen in Michelangelo's sculptures."



# LIFELONG LEARNING

AMANDA WATSON'S STORY



# “Your daughter has a tumor at the base of her brain and will require surgery in the morning.”

When we made the decision for our children to attend a classical Christian school, we understood that the rigor of this education would raise the bar for their education and challenge them, both academically and spiritually. We never expected a night like the one on February 27, 2013.

To say our world turned upside-down with one, short sentence is an understatement. Amanda, our nine-year-old daughter, had begun having difficulty using her left leg 14 days earlier. Initially, we thought little of it. But in two short weeks, her symptoms progressed so rapidly that we took her to Dell Children's Hospital in Austin about 30 miles south of our hometown. We went in on Wednesday. On Friday, Amanda had brain surgery to remove a portion of the tumor from her brain stem.

The morning Amanda had brain surgery, I received a text from our director of student affairs at Grace Academy showing us a picture of the teachers, administrators, and even students gathering to pray for our family. That day, two girls from the logic school put up sticky notes all over campus with messages like “We love Amanda” or “Pray for Amanda” written on them. Those two small

acts that day were only a brief glimpse of what was to come as we experienced in new ways the body of Christ in action. Our family felt such an incredible peace while Amanda was in surgery that we can only attribute to the extraordinary power of prayer.

While we were at the hospital those nine days, a member of the school administration and a board member both referenced the story of Moses holding up his arms while the Israelites were in battle. When he became weary, Aaron

and Hur sat him on a rock and supported his arms. This powerful story was used as a beautiful image of what Grace Academy would do for our family. Our school family would support us during our battle.

## THE LONG ROAD

Amanda's diagnosis with a grade three brain tumor quickly catapulted us into the public eye. At that time, Amanda was in the third grade and our son,

Brandon, was in the fifth grade at Grace Academy of Georgetown. I work in administration at Grace and my husband, Thomas, is a paramedic.

The summer before, our family had started down the path of a new commitment to our faith. We were living life with an excitement to see what God was going to call us to next. We were planning a family foreign mission trip that very summer, but instead it turned out that our mission field would be our own community, and our story would spread farther than we ever imagined.

Together, we drew strength from Scriptures our children had been memorizing since kindergarten. Thomas and I didn't need to spoon-feed our children



Amanda  
Watson  
she is a  
huge  
Blessing

We  
Amanda

Scriptures and truths from God's word—they already had that understanding, and much more. Their knowledge, based on the Christian worldview learned at church, home, and school, provided them with the unique understanding that all things are from God and

He uses them for His good (Romans 8:28). The one constant we clung to was our faith in God's sovereignty in all things, even in the number of days our daughter had on this earth. We would rest in that.

Throughout the 17 months following Amanda's diagnosis—the most challenging and painful experience of our lives—we relied on God's strength to carry us through. The wonderful memories we carry of those months will stay with us all our lives.

### THE VIEW FROM BEHIND AND BEFORE

The day that Amanda left this earth to live in eternity with our Heavenly Father, God blessed us with a gift for us to cherish until we join Him in glory. That morning my husband and I, along with

Out of the blue, our  
ten-year-old daughter  
told us she was dying.  
Amanda wasn't scared,  
but instead her voice  
was full of awe, wonder,  
and amazement.





my mom and dad, were with her. Our son, Brandon, was on his way home with Thomas' parents.

Out of the blue, our ten-year-old daughter told us she was dying. Amanda wasn't scared but instead her voice was full of awe, wonder, and amazement. As she lay in bed, she gave us instructions—what to do on her birthday and Christmas each year, to tell her cousins about her as they grow up, not to forget or quit talking about her, and many more directions. It was a steady stream of instructions until she paused and said, "It's getting whiter." She began to describe what she was seeing. "I can see the pearly gates," she said next. She looked up at my dad and said, "Don't cry, Papa. It's not good-bye, but see ya later, alligator."

All during this time, she told us over and over that we shouldn't be sad but that we should be singing and rejoicing because that is what they were doing there. She then said, "The gates, they're opening! It's beautiful. It's just like you said, Dad." At that point she said, "They're green." I asked, "What's green?" She told us there were grapes everywhere and that they were green and tasted so sweet. She said, "That's what it means, that's what it means: 'I am the vine and you are the branches!'" She saw a big table set with food on it. I asked her, "Like a feast?" and she said, "Yeah, like a feast." She again added, "And they're rejoicing!"

She then said she was seeing a book, that it was a Bible, and to read it every day. It was at this point she was beginning to drift asleep and as her eyes

closed, and her breathing slowed, the last thing she mentioned seeing was a big white book.

That day, Amanda peacefully went to be with the Lord, surrounded by family. As the weeks, months, and years have passed, we are still surrounded by love and encouragement from our community.

As I look at our son, who is now 14, and how he not only handled that painful time but also how his faith and knowledge of our omniscient God sustained him, I realize that the education and teachers at Grace Academy were incredibly influential in making him the young man he is today. So, when

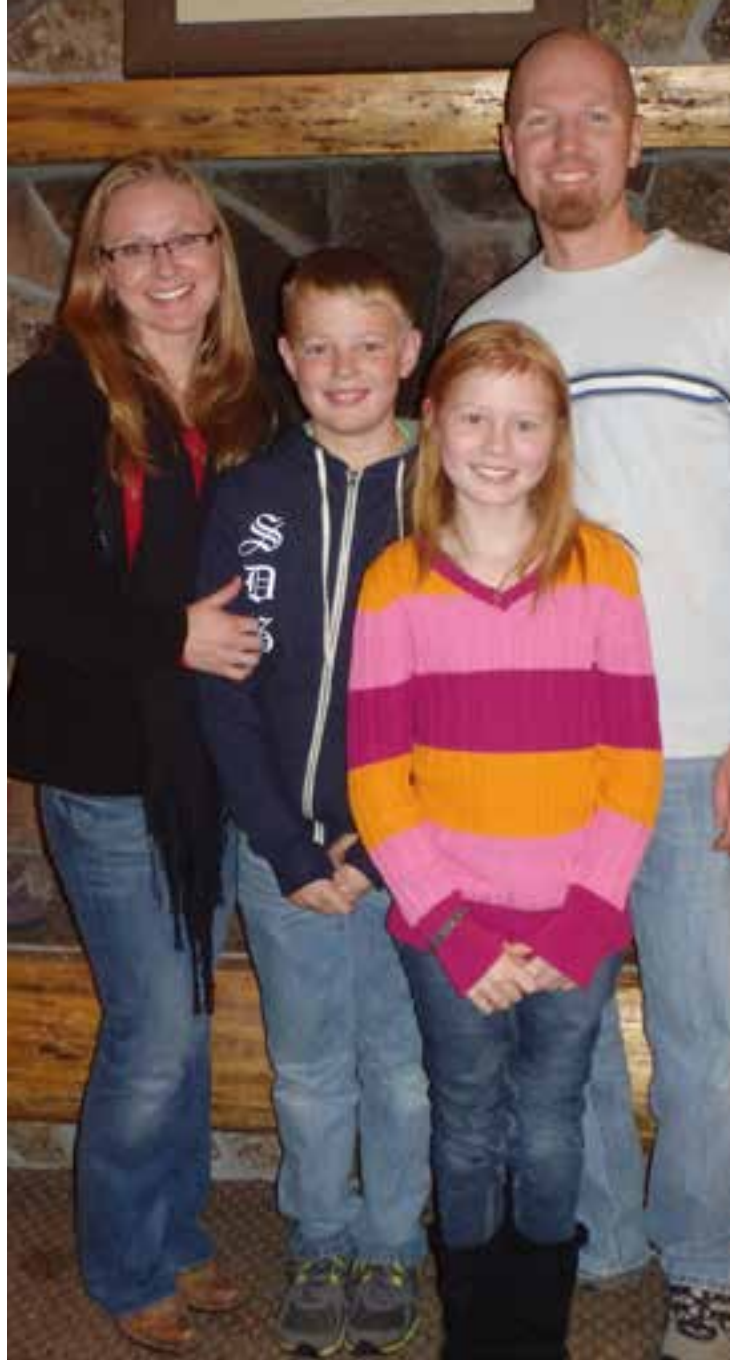
asked by someone considering classical education if the rigor is really worth it, I can answer with a strong, passionate, "Yes!" You see, when it comes to my children, I desire nothing short of the best education possible, but also I want them to know how to articulate, defend, and share their faith in a winsome manner and with a bold assurance. The past nine years at Grace Academy have molded our entire family and helped lay a foundation in our children that enabled them to weather one of life's most painful storms.

Only our God could allow us to walk daily in the combination of two extremes—extreme pain and extreme joy. It is through Him that we are able to proclaim, "To live is Christ, to die is gain" (Philippians 1:21).

Don't ever question whether a classical Christian education is worth it, but instead realize that as we commit

to this education and to lifelong learning, the fruits from our dedication and perseverance will reap eternal benefits we will not fully see on this earth. Almost daily I am reminded of Amanda's incredibly strong faith when she comforted us only hours before her death. She confidently told us that our parting is not goodbye, it's simply "see ya later, alligator." So while we still live here on earth by faith, our sweet Amanda lives by sight. ■■

**SANDY WATSON** lives in Texas. She and her husband, Thomas, are the proud parents of two children, Brandon and Amanda.



# School Snapshots



Veritas Christian School

## ■ Veritas Christian School

LAWRENCE, KS

**G-r-o-w-i-n-g.** In Mrs. Fischer's class, first graders recite the words as they spell them in shaving cream. It certainly helps with spelling, and the room smells like Dad. But, cleanup is a chore. Good thing the students think that's the best part.

## ■ Sandhills Classical Christian School

SOUTHERN PINES AND PINEHEARST, NC

Dr. Alan Marshall came down to earth to serve as the head of Sandhills Classical Christian School, literally. After years of flying high-altitude U-2 aircraft, Colonel Marshall became Mr. Marshall to more than 300 students at the school. Throughout the classical Christian movement, a wide array of leaders from many different industries have left their former careers to support the potential of classical Christian education.



Sandhills Classical Christian School



Red Lion Christian Academy/Tall Oaks Classical School

## ■ Tall Oaks Classical School

NEW CASTLE, DE

With around 200 students, Tall Oaks was humming along as one of the model ACCS-accredited schools when Dr. Tim Dernlan, the school's headmaster, was approached by Red Lion Schools to take on a new challenge. The nearby established conventional Christian school with over 600 students sought a partnership with Tall Oaks. Now, both schools operate under Dr. Dernlan's leadership. The schools remain academically distinct, but share athletics and other extracurriculars. The arrangement has introduced many new Christian families to classical Christian education.

## ■ Evangel Classical Christian School

ALABASTER, AL


This year, Evangel had their first winning entries in the ACCS annual visual arts and rhetorical speech contests. Another first: The same student, Heather Thompson, won them both! Her piece entitled "Composition in Light" (see page 26) earned first place in the "Painting" category of the ACCS Blakey Prize in Fine Art. Her speech won the 2016 Chrysostom Oratory Contest and was presented at the ACCS Annual Conference this past June in Atlanta, Georgia.



### More Online

Read the speech on our website at [ClassicalDifference.com/chrysostom](http://ClassicalDifference.com/chrysostom).





Our promise is not unlike that biblical cord of three strands. For nearly 140 years, Grove City College remains unsurpassed in the strength of its intellectual and spiritual community.

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### HOW WE RANK

America's Top Colleges – *Forbes*  
Best National Liberal Arts College  
– *US News*  
Best Undergraduate Engineering Programs  
– *US News*  
Top Value Private Liberal Arts  
– *Consumer Digest*  
Best 379 Colleges  
– *Princeton Review*  
Best Colleges for your Money  
– *Money Magazine*  
Smartest Liberal Arts Colleges in America  
– *Business Insider*  
2015 Christian College of Distinction  
2015 Pennsylvania College of Distinction

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**THREE STRANDS**  
IS NOT EASILY BROKEN

Ecclesiastes 4:12



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# ACCS Member Schools

<b>Acacia Academy</b> Kokomo, IN	<b>Charis Classical Academy</b> Madison, WI	<b>Covenant Classical Academy</b> Louisville, KY	<b>Grace Classical Academy</b> Laguna Niguel, CA
<b>Ad Fontes Academy</b> Centreville, VA	<b>Christ Church Academy</b> Lafayette, LA	<b>Covenant Classical Christian School</b> Columbia, SC	<b>Grace Classical Academy</b> Springfield, MO
<b>Agape Christi Academy</b> Eden Prairie, MN	<b>Christ Classical School</b> San Luis Obispo, CA	<b>Covenant Classical School</b> Concord, NC	<b>Grace Classical Christian Academy</b> Granbury, TX
<b>Agathos Classical School</b> Columbia, TN	<b>Christ Presbyterian School</b> Baton Rouge, LA	<b>Covenant Classical School</b> Fort Worth, TX	<b>Grace Classical School</b> Jacksonville, NC
<b>Aletheia Christian School of Peoria</b> Peoria, IL	<b>Christian Heritage School</b> Longview, TX	<b>Covenant Classical School</b> Naperville, IL	<b>Great Books Honors College</b> Montgomery, AL
<b>Alpha Omega Academy</b> Huntsville, TX	<b>Christ's Legacy Academy</b> Athens, TN	<b>Covenant School</b> Huntington, WV	<b>Greenville Classical Academy</b> Simpsonville, SC
<b>American Christian School</b> Succasunna, NJ	<b>Clapham School</b> Wheaton, IL	<b>Coventry Christian School</b> Pottstown, PA	<b>Grove City Christian Academy</b> Grove City, PA
<b>Annapolis Christian Academy</b> Corpus Christi, TX	<b>Classical Christian Academy</b> Post Falls, ID	<b>Dominion Christian School</b> Oakton, VA	<b>Harvest Christian School</b> Petaluma, CA
<b>Appomattox Christian Academy</b> Appomattox, VA	<b>Classical School of Wichita</b> Wichita, KS	<b>Dominion Classical Christian Academy</b> Dacula, GA	<b>Haw River Christian Academy</b> Pittsboro, NC
<b>Aquidneck Island Christian Academy</b> Middletown, RI	<b>Clear Lake Classical</b> Clear Lake, IA	<b>Eastwood Christian School</b> Montgomery, AL	<b>Heritage Oak School</b> Tehachapi, CA
<b>Arma Dei Academy</b> Highlands Ranch, CO	<b>Colquitt Christian Academy</b> Moultrie, GA	<b>Eukarya Christian Academy</b> Stephens City, VA	<b>Heritage Preparatory School</b> Atlanta, GA
<b>Augustine Christian Academy</b> Tulsa, OK	<b>Coram Deo Academy</b> Flower Mound, TX	<b>Evangel Classical Christian School</b> Alabaster, AL	<b>Heritage School</b> Fredericksburg, TX
<b>Augustine Classical Academy</b> Mechanicville, NY	<b>Coram Deo Academy</b> Carmel, IN	<b>Evangel Classical School</b> Marysville, WA	<b>Hickory Christian Academy</b> Hickory, NC
<b>Augustine Classical Academy</b> Lakewood, CO	<b>Coram Deo Academy</b> Richland, WA	<b>Evangelical Christian Academy</b> Colorado Springs, CO	<b>Highland Rim Academy</b> Cookeville, TN
<b>Augustine School</b> Jackson, TN	<b>Coram Deo Preparatory Academy</b> Houston, TX	<b>Faith Christian Academy</b> Kansas City, MO	<b>Horizon Prep School</b> Rancho Santa Fe, CA
<b>Baldwin Christian School</b> Baldwin, WI	<b>Cornerstone Academy</b> Morristown, TN	<b>Faith Christian School</b> Roanoke, VA	<b>Hunter Country Day School</b> Manakin-Sabot, VA
<b>Bayshore Christian School</b> Fairhope, AL	<b>Cornerstone Academy</b> Snohomish, WA	<b>First Classical Academy</b> Katy, TX	<b>Imago Dei Academy</b> Alamogordo, NM
<b>Beacon Hill Classical Academy</b> Camarillo, CA	<b>Cornerstone Christian Academy</b> Appomattox, VA	<b>First Presbyterian Church School</b> Tacoma, WA	<b>Immanuel Lutheran School</b> Alexandria, VA
<b>Bethel American International School</b> St. Paul, MN	<b>Cornerstone Christian Academy</b> Abingdon, VA	<b>Franklin Classical School</b> Franklin, TN	<b>Coram Deo Classical Academy</b> Brownsville, TX
<b>Bloomfield Christian School</b> Bloomfield Hills, MI	<b>Cornerstone Classical Christian Academy</b> Montgomery, AL	<b>Genesis Classical Academy</b> Winnebago, MN	<b>Island Christian Academy</b> Langley, WA
<b>Bradford Academy</b> Mebane, NC	<b>Cornerstone Classical Christian Academy</b> Hebron, KY	<b>Geneva Academy</b> Monroe, LA	<b>Jonathan Edwards Classical Academy</b> Whites Creek, TN
<b>Brown County Christian Academy</b> Sardina, OH	<b>Cornerstone Classical School</b> Basalt, CO	<b>Geneva Academy</b> Roseburg, OR	<b>Kings Way Classical Academy</b> Clackamas, OR
<b>Cahaya Bangsa Classical School</b> Bandung, Jawa Barat, Indonesia	<b>Cornerstone Classical School</b> Salina, KS	<b>Geneva Academy</b> Lincoln, DE	<b>Legacy Academy</b> De Queen, AR
<b>Cair Paravel Latin School, Inc.</b> Topeka, KS	<b>Covenant Academy</b> Macon, GA	<b>Geneva Classical Academy</b> Lakeland, FL	<b>Legacy Classical Christian Academy</b> Chesilhurst, NJ
<b>Calvary Christian Academy</b> Silver City, NM	<b>Covenant Academy</b> Cypress, TX	<b>Geneva School of Boerne</b> Boerne, TX	<b>Legacy Classical Christian Academy</b> Haslet, TX
<b>Calvary Christian Academy</b> San Jose, CA	<b>Covenant Christian Academy</b> Harrisburg, PA	<b>Gloria Deo Academy</b> Spring Branch, TX	<b>Libertas Academy</b> Tampa, FL
<b>Calvary Classical Academy</b> St. Cloud, MN	<b>Covenant Christian Academy</b> West Peabody, MA	<b>Good Shepherd School</b> Tyler, TX	<b>Liberty Classical Academy</b> White Bear Lake, MN
<b>Calvary Classical School</b> Hampton, VA	<b>Covenant Christian Academy</b> Colleyville, TX	<b>Grace Academy</b> Springfield, MA	<b>Lighthouse Christian Academy</b> Stevensville, MD
<b>Candies Creek Academy</b> Charleston, TN	<b>Covenant Christian School</b> Smyrna, GA	<b>Grace Academy of Georgetown</b> Georgetown, TX	<b>Logos Christian Academy</b> Fallon, NV
<b>Cary Christian School</b> Cary, NC	<b>Covenant Christian School</b> Panama City, FL	<b>Grace Academy of North Texas</b> Prosper, TX	<b>Logos Christian Academy</b> Casa Grande, AZ
<b>Cedar Tree Classical Christian School</b> Ridgefield, WA		<b>Grace Christian Academy</b> Merrick, NY	<b>Logos Online School</b> Moscow, ID



<b>Logos Reformed Evangelical Education</b> Surabaya, Indonesia	<b>Providence Classical Christian Academy</b> Sioux Falls, SD	<b>St. Stephen's Academy</b> Beaverton, OR	<b>Trinity Classical School</b> Bellingham, WA
<b>Logos School</b> Moscow, ID	<b>Providence Classical Christian School</b> Kirkland, WA	<b>St. Stephen's Classical Christian Academy</b> Eldersburg, MD	<b>Trinity Classical School of Houston</b> Houston, TX
<b>Mars Hill Academy</b> Mason, OH	<b>Providence Classical Christian School</b> Oxford, GA	<b>Summit Christian Academy</b> Yorktown, VA	<b>Trinity Preparatory School</b> Voorhees, NJ
<b>Martin Luther Grammar School</b> Sheridan, WY	<b>Providence Classical School</b> Spring, TX	<b>Summit Christian Academy</b> Livingston, MT	<b>TriValley Classical Christian School</b> Livermore, CA
<b>Midland Christian School</b> Midland, MI	<b>Providence Classical School</b> Williamsburg, VA	<b>Summit Classical Christian School</b> Fall City, WA	<b>United Christian School</b> Camp Verde, AZ
<b>Mineral Christian School</b> Mineral, VA	<b>Providence Classical School</b> Huntsville, AL	<b>Tall Oaks Classical School</b> Bear, DE	<b>Uvalde Classical Academy</b> Uvalde, TX
<b>Morning Star Academy</b> Bettendorf, IA	<b>Providence Preparatory School</b> Temple, TX	<b>The Academy of Classical Christian Studies</b> Oklahoma City, OK	<b>Veritas Academy</b> Texarkana, AR
<b>Morning Star Academy</b> Jakarta Selatan, Dki Jakarta, Indonesia	<b>Quantam Change Academy</b> Tangerang, Indonesia	<b>The Ambrose School</b> Meridian, ID	<b>Veritas Academy</b> West Barnstable, MA
<b>Naperville Christian Academy</b> Naperville, IL	<b>Redeemer Christian School</b> Mesa, AZ	<b>The Bear Creek School</b> Redmond, WA	<b>Veritas Academy</b> Leola, PA
<b>New College Franklin</b> Franklin, TN	<b>Redeemer Classical Academy</b> Murfreesboro, TN	<b>The Cambridge School</b> San Diego, CA	<b>Veritas Academy</b> Savannah, GA
<b>New Covenant Christian Academy</b> Hardin, KY	<b>Redeemer Classical Christian School</b> Kingsville, MD	<b>The Cambridge School of Dallas</b> Dallas, TX	<b>Veritas Academy</b> North Branch, MN
<b>New Covenant Christian School</b> Abingdon, MD	<b>Redeemer Classical School</b> Harrisonburg, VA	<b>The Classical Academy of Franklin</b> Franklin, TN	<b>Veritas Academy</b> Cody, WY
<b>New Covenant School</b> Anderson, SC	<b>Regent Preparatory School of OK</b> Tulsa, OK	<b>The Covenant School</b> Dallas, TX	<b>Veritas Christian Academy</b> Fletcher, NC
<b>New Covenant Schools</b> Lynchburg, VA	<b>Regents Academy</b> Nacogdoches, TX	<b>The Geneva School</b> Winter Park, FL	<b>Veritas Christian Academy</b> Chesapeake, VA
<b>New Providence Classical School</b> Nassau, Bahamas	<b>Regents School of Austin</b> Austin, TX	<b>The IMAGO School</b> Maynard, MA	<b>Veritas Christian Academy of Houston</b> Bellaire, TX
<b>New Saint Andrews College</b> Moscow, ID	<b>Regents School of Charlottesville</b> Charlottesville, VA	<b>The Oaks: A Classical Christian Academy</b> Spokane, WA	<b>Veritas Christian Community School</b> Sierra Vista, AZ
<b>Oak Hill Christian School</b> Herndon, VA	<b>Regents School of Oxford</b> Oxford, MS	<b>The Paideia School of Tampa Bay</b> Tampa, FL	<b>Veritas Christian School</b> Lawrence, KS
<b>Oak Ridge Christian Academy</b> Conroe, TX	<b>Renaissance Classical Christian Academy</b> Fayetteville, NC	<b>The River Academy</b> Wenatchee, WA	<b>Veritas Christian School, FBC</b> Dayton, TX
<b>Oakdale Academy</b> Waterford, MI	<b>River Hills Christian Academy</b> Robstown, TX	<b>The Saint Timothy School</b> Dallas, TX	<b>Veritas Classical Academy</b> Beaumont, TX
<b>Olive Branch Christian Academy</b> Corona, CA	<b>Riverbend Academy</b> Ormond Beach, FL	<b>The Stonehaven School</b> Marietta, GA	<b>Veritas Classical Academy</b> Fullerton, CA
<b>Ozarks Christian Academy</b> West Plains, MO	<b>Riverwood Classical School</b> Tuscaloosa, AL	<b>The Wilberforce School</b> Princeton Junction, NJ	<b>Veritas School</b> Newberg, OR
<b>Paideia Academy</b> Knoxville, TN	<b>Rockbridge Academy</b> Millersville, MD	<b>Tidewater Classical Academy</b> Virginia Beach, VA	<b>Veritas School</b> Richmond, VA
<b>Paideia Classical Christian School</b> Oregon City, OR	<b>Rocky Mountain Christian Academy</b> Niwot, CO	<b>Timber Ridge Academy</b> Jackson, WY	<b>Victory Academy Ocala</b> Ocala, FL
<b>Paideia Classical School</b> Friday Harbor, WA	<b>Samuel Fuller School</b> Middleborough, MA	<b>Trinitas Christian School</b> Pensacola, FL	<b>Westminster Academy</b> Memphis, TN
<b>Petra Academy</b> Bozeman, MT	<b>Sandhills Classical Christian School</b> Southern Pines, NC	<b>Trinitas Classical School</b> Grand Rapids, MI	<b>Westminster Classical Christian Academy</b> Toronto, Ontario, Canada
<b>Petra Christian Academy</b> Boise, ID	<b>Schaeffer Academy</b> Rochester, MN	<b>Trinity Christian Academy</b> Lexington, KY	<b>Westminster School at Oak Mountain</b> Birmingham, AL
<b>Philadelphia Classical School</b> Philadelphia, PA	<b>School of the Ozarks</b> Point Lookout, MO	<b>Trinity Christian School</b> Montville, NJ	<b>Westside Christian Academy</b> Westlake, OH
<b>Pinnacle Classical Academy</b> Little Rock, AR	<b>Seattle Classical Christian School</b> Seattle, WA	<b>Trinity Christian School</b> Opelika, AL	<b>Whitefield Academy</b> Kansas City, MO
<b>Providence Academy</b> Johnson City, TN	<b>Seoul International Christian Academy</b> Seoul, South Korea	<b>Trinity Christian School</b> Kailua, HI	<b>Whitefish Christian Academy</b> Whitefish, MT
<b>Providence Academy</b> Green Bay, WI	<b>Spearfish Classical Christian School</b> Spearfish, SD	<b>Trinity Classical Academy</b> Valencia, CA	<b>Wickenburg Christian Academy</b> Wickenburg, AZ
<b>Providence Christian Academy</b> Schererville, IN	<b>Spokane Classical Christian School</b> Spokane, WA	<b>Trinity Classical Academy</b> Omaha, NE	<b>Wilson Hill Academy</b> Austin, TX
<b>Providence Christian School</b> Dothan, AL	<b>St. Abraham's Classical Christian Academy</b> Aptos, CA	<b>Trinity Classical School</b> Clarkesville, GA	<b>Winter Park Christian School</b> Tabernash, CO
<b>Providence Classical Christian Academy</b> St. Louis, MO	<b>St. Mark's Classical Academy</b> Rydal, PA		<b>Woodstream Christian Academy</b> Mitchellville, MD

# Late Again!

Practical thoughts for the drive



We are a few weeks into the new school year—commute number 19 and Polo Shirt Friday number three—and mingled with the upbeat early-morning song on the radio comes the popular refrain, “Why do we have to wear uniforms anyway?”

Earlier in the summer, on a quieter and sunnier drive, I heard a report. It said, and I remember distinctly, that our modern brains suffer from something called “Decision Fatigue.” Basically, having too many decisions results in not having enough mental energy for the really important things, like contemplation, relationships, and waking up in the morning. Finally, a syndrome I can relate to.

And it gets better. What is the easiest and most practical way to combat Decision Fatigue? The answer is unexpectedly relevant—wear the same thing every day. In fact, the report seemed to assert that if you want to increase personal and professional success, make this one change. And watch time inexplicably expand and that promotion drop into your lap.

The ramifications are immediately apparent. Buy fewer but tasteful items. If they match, you will always look good. You spend less time shopping, sorting, matching, deciding, deciding, and deciding. And, interestingly, people actually like and trust the stability and authenticity of the new you. They might not come to you for fashion advice, but for some of us, that was never going to happen anyway.

How do I communicate these benefits to my young students who might care more about their classmate’s iWatch than their current academic and future professional success? Who couldn’t care less that the classroom atmosphere is negatively affected when students compete for “Best Dressed”? Who would rather pursue ... well ... anything than the deeper meanings of Dante?

I think we can all imagine typical teenage responses to the idea of uniforms. “That infringes on my freedom of expression.” Or, “My soul would wilt within me.” Well, if that’s all it takes, I wonder what

will happen if you became a parent with multiple children to get to school each day, and run out of time, and then have to wear your pajamas all the way to school? Hypothetically speaking, of course.

Someday, I might have time to impart these deeper truths of wardrobe simplicity, of the catharsis born from clear-minded decision making. For we should dress for the benefit of our community, even as adults. Beauty on the outside enhances beauty on the inside, even through fibers woven together to cover our bodies.

Finally, a syndrome I can relate to.

Someday, yes, but not this day ... when I’m busy trying to pass a Volt.

Here’s what you can tell your kids as you drop them off for day 947 of wearing the same thing to school. Uniforms save mom time, money, and stress. You can join the ranks of the fashionistas when those three things are all on you. Oh, and happy Polo Shirt Friday! ■■

*While the referenced show’s transcript is currently unavailable, try Googling “wear the same thing everyday” and see the results!*



# Paideia and Your Sweater Vest



If the topic doesn't come up, maybe you should introduce it yourself. Why uniforms? Practical reasons might satisfy the practically minded. But don't stop there. It's all about *Paideia*—the transfer of “affections,” not just information and rules. Daily, mundane events in our lives can shed real, illu-

minating light on a very encouraging fact—we are eternal and our eternal home is beautiful.

“Huh?” you might ask.

To clarify, when it comes to uniforms, first we have to consider a principle that seems to be eroding quickly in our culture: Things like skillful musicians, wise people, and nice clothes actually exist. So do their counterparts. In all of life, we want to acknowledge and choose what is best, most appropriate, and most beautiful for any occasion.

Because here is the second eroding principle: Our actions matter. The effect of wearing flip flops and shabby jeans to a funeral is real. The effect of speaking disrespectfully about an elderly person is real. The very act of choosing to take the “high road” over another has an effect, in and of itself. That's why you might notice this general principle at work: The more your dress reflects re-

spect to yourself and those around you, the more others will respect you.

Let's not forget, a student is a disciple. “An undisciplined student is an oxymoron.” (*The Paideia of God*, Douglas Wilson) So, in general, is a well-dressed teenager. We cannot redeem the culture of education without outward signs of its redemption. Applying the real standards of truth, goodness, and beauty, in all areas, is a good first step. So, bring on the sweater vest and pleated skirt, plaid tie and shined up shoes. Good character made, is good character worn.



## For further reading:


*The Paideia of God*, Douglas Wilson, Chapter Four, “The Biblical Meaning of School Clothes”

*The Paideia Factor*, [about.classicaldifference.com/the-paideia-factor/](http://about.classicaldifference.com/the-paideia-factor/)



## Uniform Tips

### ■ TYING TIES

 [ClassicalDifference.com/uniforms](http://ClassicalDifference.com/uniforms) for a demonstration of the following:

- Our recommended tie: The half windsor
- The full windsor
- The bow tie



### ■ IRONING PLEATS

To keep the pleats in longer, drip dry. You can also dry on low and remove the skirt when it's still damp. The more and higher the heat in the dryer, the sooner the skirt will lose its pleats.



Learn how to iron and care for pleats. Visit [ClassicalDifference.com/uniforms](http://ClassicalDifference.com/uniforms).

**NOTE:** Unless you're going for a style your school may or may not approve, patches always go on the inside.

For added help, you can keep the pleats in place with bobby pins, paper clips, or hair slides while ironing.

### ■ REPAIRING HOLES

In our family, holes most often occur in pants and sweaters.

**PANTS:** To avoid patching holes in the knees, buy pants with reinforced knees. They might be more expensive, but this can be worth it in the long run. Or even in the first week.

When holes do appear, have patches on hand. You can place a patch just about anywhere, even on the pocket that got cut by scissors in art class.

**SWEATERS:** Patches are handy for repairing holes in sweaters, even along seams. Make sure the hole is closed as much as possible before placing the patch, so that the sticky surface from the patch doesn't show through and attract lint or dirt.

I've repaired many sweater holes this way along seams, on elbows, and in random spots. If you're careful, repairs are nearly invisible. ■■

**HINT:** Buy a supply of appropriately colored patches before school starts.



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## Wisdom from the front

“The best school in the world is a bunch of people who love and seek the truth in its many manifestations. At least a few of them should be alive.”

—**ANDREW KERN**, President,  
Circe Institute, Former headmaster/  
teacher at multiple classical Christian  
schools around the country

“We’ve lived long enough to learn that the past is not always suspect, while the present and future are not always our only hope.”

—**THE ACADEMY OF CLASSICAL  
CHRISTIAN STUDIES**, Scholars Blog

“I am reminded also that Christian education is intensely personal. Sticking this young man at a table with a book might not accomplish anything, but modeling a love for books and nurturing that love through guiding him toward good books is powerful. Education is essentially relational.”

—**DAVID BRYANT**,  
Regents Academy Blog



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