

THE CLASSICAL

VOLUME 3, NUMBER 1 | SPRING 2017

BRINGING LIFE TO THE CLASSROOM

DifferenceTM

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RETHiNK COLLEGE

15 CHOICES THAT
MAY TRANSFORM YOUR
CHILD'S FUTURE p. 12

ALSO...

- ▣ Tectonic shifts p. 20
- ▣ "Majors" that miss out p. 22
- ▣ The tales of two warrior-poets p. 26
- ▣ Cutbacks force "past tense" out of schools p. 31
- ▣ Snow day! p. 33

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disco. scio. vivo.

THE CLASSICAL DIFFERENCE: Vol. 3, No. 1, Spring 2017. **EDITOR IN CHIEF:** David Goodwin. **MANAGING EDITOR:** Stormy Goodwin. **DESIGN:** Hannah Grieser. **CIRCULATION:** Callie Nyhus. **CONTRIBUTORS:** Marissa Black, Jeanette Faulkner, Hannah Grieser, Jennifer Kau, Eric Metaxas, Ruth Popp. **ILLUSTRATIONS:** Hannah Grieser unless noted. **COPY EDITORS:** Deb Blakey, Susan Herrick. **INFORMATION:** *The Classical Difference* is a publication of the Association of Classical and Christian Schools (ACCS). Views expressed in *The Classical Difference* do not necessarily represent the views of the association or our members. Our goal is to inform and expand the community of supporters of classical Christian education. *The Classical Difference* is published four times a year and is mailed, at the request of member schools, to parents who have enrolled in ACCS member schools. If you do not wish to receive this publication, please contact our offices at the email address below. If you wish this publication to be mailed to a friend or relative, please contact us. Gift subscriptions are available. **ADVERTISING:** information@ClassicalDifference.com. **SUBMISSIONS:** *The Classical Difference* welcomes your submissions. If you have a quote, story, article, photo, letter or other submission, visit www.ClassicalDifference.com/submissions or www.ClassicalDifference.com/letters. Submissions may or may not be published or compensated. Compensation is dependent upon length and placement. **CONTACT:** information@ClassicalDifference.com. **COPYRIGHT:** ©2017 by the Association of Classical and Christian Schools (ACCS). All rights reserved. A publication of the ACCS. **WEBSITE:** www.ClassicalDifference.com.

THE CLASSICAL

Difference

BRINGING LIFE TO THE CLASSROOM

ClassicalDifference.com

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You were created to...
DISCOVER

Do you ever wonder how to maximize your gifts and passions? From holding class on a sand dune to providing expert faculty mentors to partnering with top businesses, we'll help you discover—and succeed—wherever God is calling you.

calvin.edu/go/classicaldifference

Calvin College admits students of any race, color and national or ethnic origin.

Calvin
COLLEGE
1876

From Trail Blazers to Cities

The new era in classical Christian education



For the first 20 years of the classical Christian renewal, growth was our hallmark.

While the movement continues to grow, a new development has emerged in the past few years—we're creating a completely independent parallel system in which parents can educate their children, Christianly. Like the gospel itself, Christian education sounds straightforward and deceptively simple at first. But, once you live it, you realize that everything must change.

Unlike the Christian schools of a few decades ago, *classical* Christian education depends on

virtually nothing provided by the educational engine in America today. Early on in the revival, curricular providers sprang up. Logos Press, Veritas Press, Classical Academic Press, Memoria Press, and a cadre of smaller publishers have now built full product lines for classical Christian schools. They have integrated history, literature, philosophy, and theology for secondary students. They have created a suite of Latin curricula for youngsters. Logic has been dusted off and is again taught in schools. Math and science have been recast, not as gods to be worshipped, but as a way to worship God's natural revelation. These are just a few of the excellent offerings we can now choose from.



If you want a more in-depth look at classical Christian education, visit ClassicalChristian.org/read-about-it

25 YEARS AGO, for a school to be a real “school” it needed to be state accredited. K–12 accreditation was a quasi state-sanctioned activity that used to provide progressive oversight of schools. For the past 15 years, the ACCS has been offering the only private accreditation of classical Christian schools. Like other highly-reputed accreditors (The National Association of Independent Schools, for example) we have



St. Stephen's Academy, OR

purposely not sought acceptance by regional accreditors that would compromise the way our member schools practice classical Christian education. Our schools caught the attention of colleges, and now ACCS graduates are widely sought after.

25 YEARS AGO, a school that hired teachers who were not “certified” (held a state license granted after majoring in education in college) was probably struggling. Classical Christian schools seek teachers passionate about truth, committed to discipleship, and skilled in teaching, regardless of their state status. We can hire teachers who have perspective and experience outside the classroom. And, the ACCS now

offers teacher certification that is based in the local school and the spiritual gift of teaching.

Our teachers are
passionate about truth,
committed to
discipleship, and
skilled in teaching.

25 YEARS AGO, the SAT and ACT were the guiding lights to college entrance. Very recently, these tests have become increas-

ingly about fact regurgitation and not about analysis and thinking. This year, the new Classical Learning Test (CLT) was launched as an alternative to the SAT/ACT college entrance exams that have been fixtures in the college admissions process.

We have more tools at our disposal today than ever before. If we are to achieve our mission to form the souls of our students to love and worship God, we must be about doing all things in a uniquely Christian way. That's what classical Christian education is really about. ■■

— David Goodwin
ACCS President



Regents School of Austin, Austin, TX

“If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds and instill into them just principles, we are then engraving that upon tablets which no time will efface, but will brighten and brighten to all eternity.”

—Daniel Webster



Great and Small

DEEP WATERS

Ben and Emma Hopkins and Ethan Chaffee aren't afraid of deep water or hard work. Last spring, the three high school rowers from Augustine Classical Academy, NY, entered the Stotesbury Cup in Philadelphia, PA, the largest scholastic rowing regatta in the world. For a small school, surviving the heats to advance to the semis is a big accomplishment. Last May, however, Ethan (11th) and Ben (10th) stunned the high school rowing field, beating 50 crews from all over the country to secure the Stotesbury Cup in the Junior Double. An hour later, Emma Hopkins ended her high school career with a silver in the Varsity Girls Single. Emma would go on to win a spot on the U.S. Under 23 National Rowing Team a month later, and currently attends Princeton University where she rows on the Lightweight Women's team. Ethan is currently being recruited by the U.S. Naval Academy and the University of Pennsylvania, while Ben is just launching into the recruiting process and the two boys are looking forward to a chance to repeat their victories this May.

The boys nearly lost their lead in the last 100m of the final when the stroke (the pace-setter nearest the stern) slipped off his seat in the fury of the final sprint. Their five-second lead burned down to one second, as they crossed the finish line right



Augustine Classical Academy,
Mechanicville, NY

in front of a hushed grandstand. Augustine also has middle school rowers who perform remarkably well, winning races and outperforming teams from much larger public schools in their region. Instead of buying new, they find used, free equipment, and rebuild it.

How are kids from a tiny start-up able to keep their cool and beat out teams from much larger and more established schools? According to Matt Hopkins, Augustine coach and headmaster (and Emma and Ben's dad), it comes down to a great foundation. "You can build anything on a solid foundation, and the families and staff of Augustine are busy building such foundations into their students every day." ■■

Through the Looking Glass

WHAT DO YOU THINK WILL BE THE BEST THING ABOUT COLLEGE?

■ Basketball and baseball will be my favorite things to do in college. I also like to play ping-pong and video games.

—Casey Heap, 3rd grade

■ I think the best thing about college will be learning about otters.

—Daniel Frank,
4th grade

■ I think graduating will be the best thing about college.

—Parker Jones, 4th grade

■ I think college will be nice for good education and sports (depending on the college).

—Camden Hutt, 4th grade

Submissions

To submit a story or quote, go to ClassicalDifference.com/submissions.

Published submissions in the "Set Apart" section are worth \$25 in lunch money.

[Continues on page 9 ...]

Century Watch

This year in history: 1517



THE PEN IS MIGHTIER

MARTIN LUTHER'S THESES OF PROTEST

We don't often have to protest against religious persecution in America—especially not through the written word. We don't live in an era of intense physical persecution requiring constant vigilance. The freedom to worship God is a privilege many take for granted.

Five hundred years ago, on October 31, 1517, Martin Luther became a household name, and a denomination, by writing a list. It was a long list—95 declarations or debate topics to call the Roman Catholic Church's (RCC) attention to the issue of indulgences. Indulgences bought salvation or reduced the amount of penance a loved one would have to perform in purgatory. Indulgences could be actions like pilgrimages or could be purchased slips of paper. Luther was fed up and declared his outrage through the written word. If students at classical Christian schools think their senior thesis is bad, remind them that Luther did this without a keyboard and with no hope of getting a good grade.

This rebellious act, this public outcry against an earned forgiveness, warranted Luther several meetings and a hearing. He was ultimately excommunicated from the RCC through a meeting of the Diet of Worms, but continually fought for religious freedom by turning to the Scriptures for his support and basis of reasoning. He had learned that salvation and forgiveness were

Classical education is all about pursuing and defending the truth.

[Continues on page 9 ...]

DIY Parenting

Start a family reading party!



FRESH FRIDAY-NIGHT FUN

PIZZA, POPCORN, AND PAGE-TURNERS

Reading as a family always *sounds* like a great idea. At least on paper. But in practice, many of us live as though reading is the kale salad of family activities—good for us, but a tough sell with kids (and some adults too). At the end of a long week of school and homework, how can a book possibly compete with movie night and the allure of a glowing blue screen? If you announced to your kids that, instead of picking up the TV remote you all were going to pick up a good book instead, would everyone flop and whine as though you'd just brought a rainstorm to their Friday night parade? If so, you're hardly alone.

But it doesn't have to be that way! To transform reading time into a party that is (*honestly!*) every bit as fun as movie night—and far more rewarding—is surprisingly simple. All you need is:

1. A BOOK THAT EVERYONE CAN ENJOY

Don't set yourself up for failure by choosing something too ambitious. Think Christopher Robin, not Robinson Crusoe. Start with a fairly short novel that *you* loved at your kids' ages.

2. AN INTERACTIVE EXPERIENCE

Keep everyone engaged by asking questions ("What do you think will happen next?" or "What would *you* do?"), letting everyone see the illustrations, and taking turns reading.

3. "MOVIE NIGHT" TREATS

Skip the kale salad. Half the appeal of movie night is the food! So don't forget to order the pizza, take an intermission to pop the popcorn, and finish the chapter with a round of rootbeer floats.

That's it! Make reading a party, and don't be surprised if it becomes your family's Friday night activity of choice! ■■

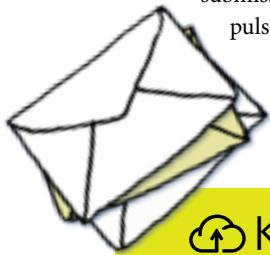
LETTERS & NOTES

Think of it as a donation

Your submissions to a magazine, especially one like *The Classical Difference* that is only published quarterly, might seem to disappear into a black hole. While we can only publish a fraction of what we receive, every submission is helpful! Your submissions guide and direct our content, keep us informed about the pulse of classical education, and make us laugh.

We also appreciate comments, questions, and observations about life and school from our families. You don't have to write a story.

Think of your contribution as a donation to classical Christian schools across the country.



☁ Keep those donations coming!

Visit ClassicalDifference.com/submissions



Mars Hill Academy, Mason, OH



ACCS Contests

It's that time!

■ CHRYSOSTOM ORATORY COMPETITION

Students at any ACCS member school can enter this national oratory competition.

■ BLAKEY PRIZE IN FINE ART

Students at ACCS-accredited schools can enter.



GRAND PRIZES: \$500

... and for Chrysostom, an all-expense paid trip to give your speech at the 2017 Repairing the Ruins Conference.



Enter through your school.

For more information, go to ClassicalChristian.org/student-contests-and-events/



Look for the winners

on the website at ClassicalChristian.org, and in the fall edition of *The Classical Difference*.

Note from a teacher



Logos School, Moscow, ID

I loved the article on MonCon and wanted to chime in. My fourth graders acted out battles between Minoans and Mycenaeans, Mycenaeans and Dorians, and Greeks and Trojans outfitted with pool noodles, and using Greek breastplates made and donated by a creative mom. Later in the year they will make shields with their ninth-grade counterparts and learn about phalanx warfare. We learned about the tabernacle and made priest turbans and breastplates, and head coverings and bangles for the girls. We found a paper model of the tabernacle online to make. How wonderful to make learning soul deep!

—Kathy Jagers, teacher,
Redeemer Classical Christian School, MD



[... Continued from page 7]

freely given and unable to be earned, and he believed the pope had no role as a mediator—only Christ could do that.

Luther's 1517 act of nailing a list of 95 allegations to the door of a church is countercultural in its own right. He was willing to use the tenets of logic and rhetoric (and I'm sure grammar) to make his point.

Classical education is all about pursuing and then defending truth. This means using the written as well as the spoken word to communicate Scriptural foundations and then stand by them. Sometimes this means nailing papers onto doors (students, maybe don't take this literally), and sometimes it means being rejected by dominant schools of thought. All Christians—students included—are called to be "... as shrewd as snakes and as innocent as doves" (Matthew 10:16).

Luther paved the way for Protestants to support their own understanding of Scripture. He also exemplifies what a classical education hopes to instill in its students—faith grounded in truth and covered in grace. ■■

MARISSA BLACK is currently pursuing a degree in journalism at Azusa Pacific University. She graduated from Providence Classical Christian School, Kirkland, WA, in 2013.



WANT TO SEE A COPY
OF THE 95 THESES?

Visit [ClassicalDifference.org/
The-95-Theses](http://ClassicalDifference.org/The-95-Theses)

[... Continued from page 6]

■ It is my hope that college will present the opportunity to experience deeper discovery, exercise discernment, and evaluate our dedication to the knowledge and wisdom that our Lord Christ reveals to us.

—Jolene Grey Es-
truth, 12th grade

SUBMITTED BY

Michaux Merhout,
Mars Hill Academy, Mason, OH

■ Learning to be something you want to be, and I want to be a rock star!

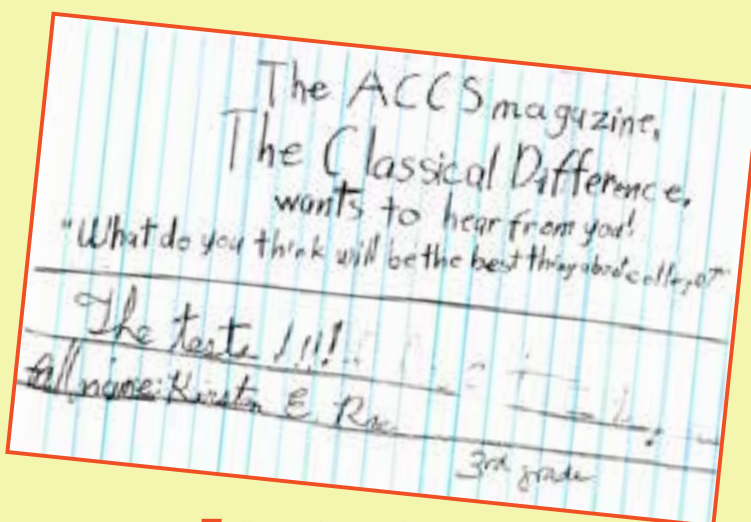
—Lana Heilig, Kindergarten

■ Getting to play football at TCU.

—Hank Nagem, Kindergarten

■ I'll get to learn "times" in college math.

—Grayson Locke, 1st Grade



■ I'll get to learn real science in college; like "science-science".

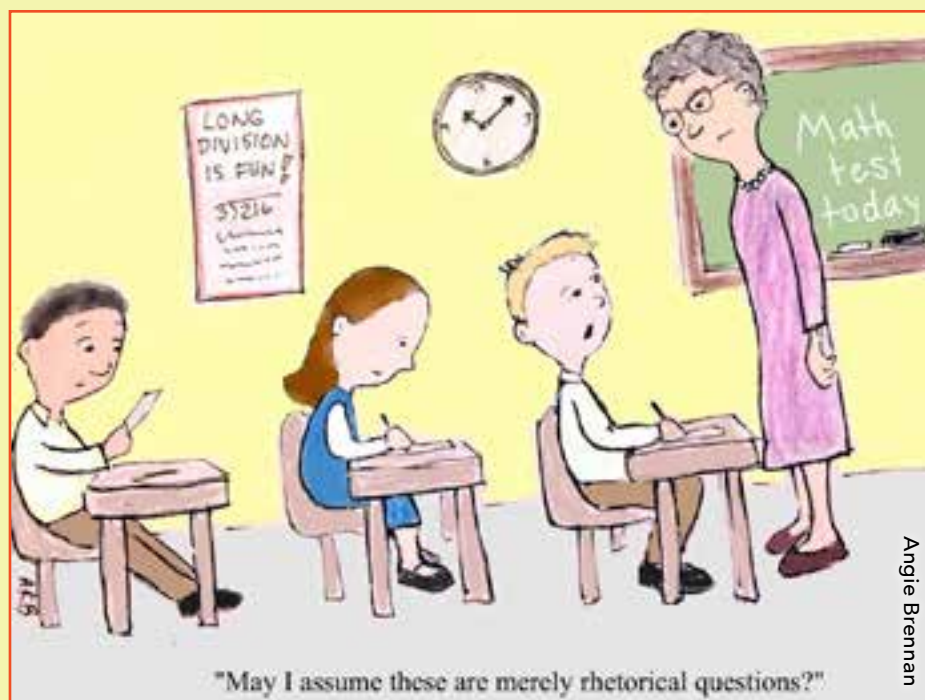
—Elliot Beard, 1st Grade

■ I think the best thing about college will be getting to make new relationships as well as continue the relationships that have already been made.

—Hannah Warren,
11th Grade

SUBMITTED BY Julie Nagem,

Westminster Academy, Memphis, TN



Angie Brennan

Paidleia

CULTIVATING RIGHT AFFECTIONS



REPAIRING *the* RUINS

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CHRISTIAN SCHOOLS



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Be challenged.*

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REINVENTING COLLEGE

UNCONVENTIONAL COLLEGE OPTIONS for CLASSICAL STUDENTS

ACCS graduates are not conventional high school graduates. Their depth, command of language, and mastery of reason are often pronounced. But now, we've created a new problem. Where do we send these unconventional students to college?

The good news is they can succeed just about anywhere. But, parents want more than success. Many parents want to continue their children's pursuit of truth, goodness, and beauty into college.

Here, we profile interesting choices based on the unique nature of their programs. The first seven have more than 50 students and are Christ-centered, and all have some form of Great Books or Trivium focus and offer classical languages (Greek & Latin)—either in their core or in the honors program listed.

We talked with them directly for their take on what makes them a good choice for our kids. They are listed alphabetically.

We asked.
They answered.



See complete responses at
ClassicalDifference.com/college.

ALSO: Additional colleges, mission statements, unique traditions, required reading lists, faculty vision requirements, and more ...

 We realize there are many great colleges!

Would you like to suggest one? Send us a note at ClassicalDifference.com/letters. If we find courses or programs that might complement the vision of classical education, we will add them to our college website.

COLLEGE REINVENTED



Bethlehem College & Seminary

Education in Serious Joy

BCSMN.edu: Classical model, Great Books focus, Great Books degree program, Socratic method, Greek



VISION: To spread a passion for the supremacy of God in all things for the joy of all peoples through Jesus Christ by equipping men and women to treasure Christ above all things, to grow in wisdom and knowledge over a lifetime, and to glorify God in every sphere of life.

In small classes of 12–15, we carefully discuss the great works of Western civilization. We

enable students to make connections across various disciplines, to bridge the gap between the subject of study and their own lives, and to make a difference in today's global society.

ON CLASSICAL CHRISTIAN EDUCATION: Increasing the number of students from classical Christian high schools would help create a smoother transition for all first-year students encountering Bethlehem's classical model.

SOURCE: Ryan Griffith, Director of Integrated Curriculum, Minneapolis, MN



Visit ClassicalDifference.org/college to see their complete course listing.

Live in a vibrant community of fellow classmates and students, the wider Bethlehem Church, and the Twin Cities. Mentorships, small groups, church ministry, community outreach, conferences, and a host of other activities await—barn dances, bonfires, and ping-pong, too.



New Saint Andrews College

Drink Deep

NSA.edu: ACCS scholarships, classical model, Great Books core, classical Christian teacher training, Classical Christian Studies Graduate Program for teachers (on-site and distance), Greek, Latin, Hebrew

VISION: To provide the highest quality undergraduate and graduate education, to equip students for lives of faithful service to the Triune God and His Kingdom, and to encourage the use of their gifts for the growth of Christian culture. With a student-teacher ratio of 13:1 and no federal funding or restrictions, we provide one of the lowest tuition rates in the country.

ON CLASSICAL CHRISTIAN EDUCATION: The majority of our students come from a classical Christian education background. They are distinctly prepared for this next step in their education and New Saint Andrews in particular.

SOURCE: Nicholas Rozier, Director of Marketing, Moscow, ID

NSA is hugely important for success in the business world—even more important than a business degree. Learning how to think and communicate in uncharted territory is critical.

—John Lewis ('04), V.P., Goldman-Sachs

The education I received at NSA ... has not only drastically strengthened my beliefs, education, and work ethic, but has also taught me how to fully apply them in every area of my life.

—Maddie Williams ('16)



Learn about their "Life Beyond College" series at ClassicalDifference.org/college.

Our faculty brings strong academic credentials and teaching experience, but more importantly, they cherish the responsibility and privilege of nurturing the next generation in the paideia of the Lord. When you're not in class, you'll easily find a friend to join you in the countless outdoor activities to enjoy in the Idaho countryside.





Patrick Henry College (PHC)

For Christ and for Liberty!

PHC.edu: ACCS scholarships—up to \$20,000, classical model, Great Books core, Latin and Greek, classical Christian teacher program

VISION: To prepare Christian leaders who will shape our culture with timeless biblical values and fidelity to the spirit of the American founding. Students choose PHC for our fidelity to the principles of Christ's teachings, and for the atmosphere of learning where both faith and reason are held in high regard. The innovative and unparalleled apprenticeship opportunities in and around metropolitan Washington, D.C., are well-known.

ON CLASSICAL CHRISTIAN EDUCATION: Students from ACCS high schools will be well prepared to think clearly and argue persuasively. Some of the brightest young scholars in the nation choose PHC for the academic rigor inherent in the classical model.

SOURCE: Stephen C. Allen, Director of Admissions and Communications, Purcellville, VA



Dr. McRoberts, our Greek and Latin professor, is a genius when it comes to languages.

The classical Christian teacher program "is not merely an 'education degree,' but instead creates life-long learners who want to guide students ... to their potential so that they can flourish in life."



Visit ClassicalDifference.org/college to see their top 10 traditions.

From ballroom dancing, to the campus drama company, Eden Troupe, to Harmonicomey (the annual talent show), your time will be well spent both in out of class.



The King's College

Truth, Knowledge, and Integrity

TKC.edu: Classical model, Great Books emphasis, classical Christian teacher preparation, classical Christian education entrepreneurial preparation, Latin (beginning 2017–2018)

VISION: To create men and women of competence and integrity who contend for truth, goodness, and beauty in the world's great institutions. We teach students to approach the world's great

questions through the truths of Christianity. New York City provides unrivaled internship and career opportunities. Because many students want to bring their educational advantages to the next generation, we prepare them to teach and lead in classical Christian schools.

NOTE: See *The Saint Constantine School* on page 17, which functions in partnership with *The King's College*.

ON CLASSICAL CHRISTIAN EDUCATION: Students educated in classical Christian contexts excel at The King's College. Almost 40% of our incoming class comes from a home school or classical Christian school, representing more than 30 classical Christian schools around the country.

SOURCE: Luke Smith, Director of Admissions, New York City, NY



Visit ClassicalDifference.org/college to see all the classical Christian high schools of their current students and alumni.



Not for the fainthearted, King's encourages bravery, commitment, and action. Student life revolves around ten houses engaging each other in a series of competitions, including a citywide scavenger hunt, drama, basketball, GPA, and a springtime intensive called Interregnum. A fall retreat in upstate New York and spring formal round out the year.

PROGRAMS OFTEN CHOSEN BY CLASSICAL CHRISTIAN STUDENTS



To see each college's complete responses to our questions, visit ClassicalDifference.com/college



GREAT TEXTS PROGRAM AT Baylor University

To educate men and women for worldwide leadership and service by integrating academic excellence and Christian commitment within a caring community

baylor.edu/great_texts: Classical model, Department of Ancient Classics, Great Texts major (can include pre-med or pre-law), classical Christian teacher preparation

VISION: To uniquely bring together the distinctive benefits of both Christian faith and first-order research in mutually enriching ways. Many universities can offer either a solid Christian liberal arts education or an apprenticeship in research with world-class scholars. Baylor brings both.

Classically educated students feel at home in the Baylor Great Texts Program. Our faculty are committed Christians, and include the co-founder of a classical school, the author of a book on classical education, an active classical homeschooler, members of classical school governing

and advisory boards, and providers of faculty development for classical schools.

ON CLASSICAL CHRISTIAN EDUCATION: We have many students and alumni from classical Christian schools—too many to list. We are now seeing students who have graduated from classical schools and want to go into teaching specifically so that they can contribute to the classical education movement.

SOURCE: Phillip Donnelly, Director, Great Texts Program, Honors College, Waco, TX

Home of the nation's oldest and largest Homecoming parade.



GREAT BOOKS HONORS COLLEGE AT Faulkner University

Where every student matters every day

faulkner.edu: Great Books program, classical model, Socratic method

VISION: To glorify God through the education of the whole person, mentoring students not only in their intellectual pursuits, but in their spiritual journey as well. Great Books Honors seeks to support this mission by emphasizing intellect

and service. In classes no larger than fifteen students, with multiple instructors present, the students engage in Socratic-style discussion of the classic works of Western civilization.

ON CLASSICAL CHRISTIAN EDUCATION: Those

students who enter Faulkner with some classical background, already recognizing the benefit of the classical model, prove aptly suited for Great Books and find a clear home in our program.

SOURCE: Andrew R. Jacobs, PhD, Great Books Honors, Director, Montgomery, AL

Participate in Film Society gatherings, academic conferences, and other significant cultural events.



TEMPLETON HONORS COLLEGE AT Eastern University

Cum Gratia Officium—With gifting, responsibility

eastern.edu, Templeton, HonorsCollege.com: Classical model, Great Books emphasis, Socratic method, classical education teaching program

VISION: To enhance and refine the talents and gifts of our students so they might go out into the world and change it for the better.

A phrase we use repeatedly within the college is "Great Books, Great Conversations, Great

Lives." Our courses are predominantly Socratic, and all are taught through the canon of the Great Books, even our math course. Faculty sign a statement of faith every year, committing to the core tenets of the Christian faith and

to living out their calling within the college.

ON CLASSICAL CHRISTIAN EDUCATION: We are always interested in having classically educated students as their background and knowledge of the classics benefit not just them but their college peers.

SOURCE: Paul Charles, Director of Recruitment and Alumni Relations, St. Davids, PA

Start the year off with a six-day Adirondacks camping trip.

CLASSICAL (NOT PROTESTANT IN EMPHASIS)



To see each college's complete responses to our questions, visit ClassicalDifference.com/college



Hillsdale

What college is meant to be

hillsdale.edu: Great Books core curriculum, Latin and Greek majors, classics major, classical education teacher minor (teachers major in their subject area), on-site K-12 classical Christian school, classical teacher apprenticeship program, annual Classical Schools Job Fair

VISION: To enable students to live well for the rest of their lives and recognize the Good, the True, and the Beautiful as essentials to a well-ordered life. We seek to protect and preserve the truths of the Western tradition, and believe our students are inheritors of its legacy. We strongly believe that an education rooted in these ideas and principles is necessary to maintaining and strengthening our free society.

Founded in 1844, Hillsdale was the first college in American to prohibit in its charter discrimination

based on race, religion, or sex. We refuse on principle to accept federal or state funding, in order to remain independent of government interference.

ON CLASSICAL CHRISTIAN EDUCATION: I believe we are already seeing a rise in the popularity of classical education and we think that's great news for our country. Each year, some thirty classical and Christian schools attend Hillsdale's Classical Schools Jobs Fair in March.

SOURCE: Matthew Kagel, Hillsdale, MI



Looking for something to do after class? Hillsdale has too many activities to list. Visitors are often surprised by all of the campus activities because of our location in a small Midwestern town.



University of Dallas

Dedicated to the pursuit of wisdom, of truth, and of virtue

udallas.edu: Great Books core curriculum (required of all majors), Greek and Latin, classical education teacher preparation

VISION: The University of Dallas is a Catholic university. We draw from the great riches of the Western intellectual tradition that enable us to think for ourselves, and live a virtuous examined life so that we can direct all our efforts to the greater glory of God. We exhort our students to love truth and justice, and so guide them toward truth, wisdom, and virtue. We intentionally hire those who appreciate this liberal Christian vision of education.

In addition, all students have the opportunity to study for a semester at our campus just

outside of Rome, Italy, and most students take advantage of this opportunity.

ON CLASSICAL CHRISTIAN EDUCATION: We're in a perfect position to provide sound preparation for teachers in need of deepening their understanding of the classical education tradition. We also offer a graduate program to prepare educators to teach in the classical tradition at the graduate level.

SOURCE: Bill Hartley, Assistant Vice President, Marketing & Communications, Irving, TX



Is your favorite holiday Groundhog Day? Only here can you be Groundhog King or Queen and preside over a bonfire feast to honor the day. We invite alumni back each year. (And they come.)

NEW CONCEPTS



HONORS COLLEGE AT Houston Baptist University *A Higher Education*

A NEW APPROACH

As Winston Churchill said, “The first duty of a university is to teach wisdom, not a trade; character, not technicalities.” There is no better way to get this foundation of wisdom and character than experiencing the challenges and rewards of HBU’s Honors College.

The Honors College is not a major like English or biology. Our students work toward any HBU degree. While other students take the university’s liberal arts core curriculum, Honors College students take predominantly Honors College courses to fulfill their general education requirements.

We seek to nurture and strengthen your life in Christ and His Church while preparing you to serve dynamically in the world—through careful examination of the great works of Western civilization, writing and questioning, spirited discussions in small classes, service of others, and varied cultural activities in and around the vibrant Houston metro area.

SOURCE: The Honors College at HBU website

LOCATION: Houston, TX

WEBSITE: HBU.edu



The Saint Constantine School *Educating Students for Life Beyond the Classroom*

CLASSICAL EDUCATION IN THE EASTERN ORTHODOX CHURCH

Founded in 2015, The Saint Constantine School is a K–12 school whose graduates will have up to 36 possible college credits in this new paradigm for education. The “Upper School & College” is accredited

as an instructional site of The King’s College.

The Saint Constantine School educates servant-leaders through classical, Christian, practical education, nurturing the minds and hearts of students for their own salvation, for the benefit of the world, and to the glory of God.

Having studied under college professors in a university-like schedule for four years, graduates are prepared for a rigorous college experience. More importantly, our high school is focused on what schools were always meant to do: prepare a student to live a virtuous and meaningful adult life by the time they enter college or pursue their chosen career.

SOURCE: The Saint Constantine School website

LOCATION: Houston, TX

WEBSITE: saintconstantine.org

“The meaning of earthly existence is not, as we have grown used to thinking, in prosperity, but in the development of the soul.

—Alexandr Solzhenitsyn
(provided by Templeton
Honors College)

MORE OPTIONS

While we were not able to connect with these colleges in time for printing, we wanted to. Find them at ClassicalDifference.com/college to learn more.



College of the Ozarks

Hard Work U

Hard work, service, depth of thought, freedom. These are all part of College of the Ozarks' mission. Trading work for tuition, students who might not otherwise afford college get one of the best college experiences available.

OF NOTE: On-site classical Christian K-12 school, award-winning hotel and restaurant, and their Biscuit Mix—heavenly.

LOCATION: Point Lookout, MO

WEBSITE: cofo.edu



Grove City College

Because Faith and Freedom Matter

"Equipping students to pursue their unique callings through an academically excellent and Christ-centered learning and living experience distinguished by a commitment to affordability and its promotion of the Christian worldview, the foundations of free society, and the love of neighbor."

OF NOTE: Grove City offers a minor in classical Christian education, a minor in classical studies, and classes in Greek, Latin, and Hebrew.

LOCATION: Grove City, PA • **WEBSITE:** GCC.edu

WILLIAM PENN HONORS PROGRAM



George Fox University

Be Known

"The William Penn Honors Program, an alternative general education track at George Fox University, offers an intensive journey through nearly 140 of the greatest works in history. It is designed to further enrich your major field of study and distinguish you as a person of faith with uncommon understanding."

OF NOTE: "Upon completion of the program, you will be prepared for deep cultural and professional engagement and equipped to make a critical influence on people and ideas."

LOCATION: Newberg, OR

WEBSITE: georgefox.edu/honors-program



New College Franklin

Know God's truth, cherish His goodness, enjoy His beauty

"The liberal arts are a robust tool to challenge your intellect & broaden your understanding of God's creation. What kind of people are we interested in shaping & creating? In some ways, just ordinary Christians—followers of Christ. Those who die to self, take up their cross daily, who see compassionately with the eyes of Christ, who let go of stuff—desire for reputation, greatness, position, or power."

OF NOTE: "Inspired by the British tradition of placing students in houses to foster community, camaraderie, and friendly competition, New College has established four houses into which students are sorted by lot."

LOCATION: Franklin, TN • **WEBSITE:** newcollegefranklin.org

TWO WAYS TO CONTINUE YOUR CLASSICAL CHRISTIAN EDUCATION AT FAULKNER UNIVERSITY

On-campus Great Books Honors Program

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- Conversational learning
- Dedicated Honors facility and resources
- Christian community
- andrew.jacobs@studyliberalarts.org

Fully Online BA in Humanities

- Classical Christian curriculum
- Live interactions with faculty & classmates
- Small classes
- Opportunity for PPE* certification
- jason.jewell@studyliberalarts.org

Faulkner University is a distinctively Christian university with a mission centered around the education of the whole person, where you will be challenged to grow spiritually.

Certification through the Intercollegiate Studies Institute (agreement pending)

**Philosophy, Politics, and Economics*

TECTONIC SHIFTS

IN THE COLLEGE WORLD

Twenty-five years ago, around twenty classical Christian schools joined together to form the Association of Classical and Christian Schools (publisher of this magazine). To reinvent K–12 in a classical model, new ACCS schools were built largely from the ground up.

But college is a different story. Colleges in the U.S. are much more diverse—and nearly all of them have access to public student financial aid. Research universities, private liberal arts colleges, technical schools, Christian colleges, and state colleges all compete for students. In this more competitive market, collegiate education has thrived for many decades. But recently, cracks have been showing. Tuition has grown rapidly, but the mission of “college” has also been under scrutiny. Three additional forces have also changed college.

THE FIRST IS VOCATIONAL. College is widely viewed as a path to a specific vocation. “What do you want to be when you grow up?” has turned to “What will you major in at college?” One parent joked, “What’s the difference between a liberal arts education and a Domino’s pizza?” Answer: “One of them can feed a family of four.” And, we’re all interested in our children earning a living. But the myth is that your career will be necessarily tied to your college major.

THE SECOND IS IDEOLOGICAL. We have moved to a post-Christian world, with colleges (many Christian colleges included) leading the way. The decline in the relevance of liberal arts college programs at nearly all colleges follows the pursuit of left-leaning ideologies. Christian liberal arts colleges are often inadvertently impacted by the secular orthodoxies of materialism, deconstructionism, pragmatism, and higher criticism.

THE THIRD IS SHORT-SIGHTEDNESS. College does more than train for a job. College is a time when students orient themselves toward the future and all areas of life. In past times, college cultivated virtues that were to be both useful in life and important for the greater culture. Today, the very idea that college “cultivates virtue” would bring a chuckle to most Americans.

A Note to Grammar School Parents

If you want college in your child’s future, what can you do to get young children on the right track? We looked around at the prevailing views of our day, and opinions are varied. Lengthy books have been written expounding upon activities and educational practices to make this happen. The arguments are often profound.

But there are two simple ideas everyone seems to agree on.

- 1) Provide your child with a great education.
- 2) Get your kids used to the idea of college.

A GREAT EDUCATION

If your child is already at a classical Christian school, this is probably covered. Logic, writing, public speaking, analysis, discipline, focus—all are invaluable at college, and we are hearing over and over again from alumni that their classical Christian education provided these skills.

THE COLLEGE IDEA

How do you get kids used to the idea of college? It’s simple. Talk about it. Look at college information together. It’s only a click away. Discuss with your kids the opportunities they have, and how they can take advantage of them.

- “I know you were frustrated with the rules you had to follow in your report, but you seemed to enjoy the subject. Maybe you could be a history teacher, then you could call the shots! Did you know [a college] has a great history program, and a classical teaching program ...”
- “You had fun helping dad fix the radio. Do you think you’d like to design things for a living? Did you know that’s what an engineering degree will do? Actually, there are all kinds of engineering, and you can pick ...”
- “Look! There’s where I went [or wanted to go] to college.”

Making college a simple, obvious, and familiar step will go further than you think to get your kids on the collegiate road.

TIPS ON CHOOSING A COLLEGE

The ACCS amassed a list of over 1700 academic, 4-year colleges in the U.S. Finding the right choice means knowing a few little-known secrets.

“Major in the Classics” does not mean classical Christian

Most colleges have a classics department that studies the history, language, and literature of Greece and Rome. These programs often do not integrate Christian theology, worldview, medieval, or later Great Books studies. While the terms are similar, the approach and classics major is quite different from classical Christian. It's fine to study the classics, but the confusing terms may lead students to misunderstand their options.

“Liberal Arts” does not mean classical Christian

True, the nineteenth-century term for “classical Christian” was a study in the “liberal arts.” But, in the past 150 years, the liberal arts school has generally been remade in a variety of forms. Today's liberal arts college, even with Christian roots, may not hold to Christian theology as the source of truth, or to Christian worldview cultivation. Often, they are not Great Books oriented. Often, they do little logic or rhetoric. Parents and students must evaluate these colleges individually.

It's not all about the major

Colleges market majors like products on a store shelf. Does a college have a highly rated theater program? An excellent horticultural department?

Look first at the professors

Luke 6 tells us that the student shall become like the teacher. Most students and parents, it would follow, should be very concerned about the teachings and character of the professors at the college. After all, the student will likely absorb the *paideia* of the teacher. At large colleges, it can be impossible to research or be influenced by all of the professors. But, before

choosing a small college or program, students should find the likely professors they will have and research them on the internet and through the books they have written. ■■



HONORED TO RECEIVE AN INVITATION TO APPLY BY A TOP 25 COLLEGE?

The college marketplace has created some strange behavior. For example, *U.S. News and World Report* ranks colleges annually. One factor they use: acceptance rates. So, for a college to increase their ranking, they can simply get more students to apply, reject them, and their ratio of number of accepted applicants over their total number of applicants goes down. *Voilà*, they appear more selective.

Clarify the College Choice

As with any competitive business, a sophisticated marketing industry has grown up around “college.” With parents paying the bill, financial aid in the mix, countless choices and “majors,” and the prospect of a 4-year experience not unlike a cruise ship or a summer camp, colleges market themselves in a variety of enticing ways. Often, these mask the real reason for college—to grow intellectually and spiritually.

WHY DO YOU PLAN GO TO COLLEGE?

Answering this question can help narrow your choices.

- ◆ **TO BE TRAINED IN A VOCATION OR DISCIPLINE:** For example, If your purpose is be trained in professional disciplines like an engineer, nurse, physical therapist, chemist, computer scientist, or accountant, you are choosing a training program. If this is your primary purpose, choose a college based on how its program rates for job placement or graduate acceptance.
- ◆ **TO BE TRAINED IN A PRACTICED ART:** Many programs are intended to train students for semi-artistic disciplines like writing, journalism, theater, clergy, counseling, or in some cases, business. Classical Christian colleges are an excellent choice for these areas of study. Some, like business or journalism, may have specific undergraduate courses offered as an extension of a Great Books core. Students may want to consider schools like Kings College, Biola, or Houston Baptist for a mix of skills and classical options that train students in universal abilities to think, speak, and write well.
- ◆ **TO FURTHER YOUR EDUCATION:** If a student wants to pursue an education that will give a significant advantage in almost any future pursuit, teach in a classical Christian environment, pursue scholarship, or isn't sure of their vocational direction, a classical Christian college may be an excellent choice. Far from “impractical,” classical colleges offer unparalleled training to write well, speak well, and make wise decisions, and they train in the art of learning. These are skills pursued by businesses and professions across the spectrum. Since many professional areas require a master's-level or higher degree, these types of colleges—like NSA or Patrick Henry College—prepare students well for areas like law, journalism, or other “practiced arts.”

A MAJOR UNDERTAKING

How colleges could be missing the **point**

Where are you from? Which dorm are you in? What's your major? This is the rapid-fire list nearly every freshman gets asked in those first few months of college.

What students choose to study can become a key part of how they distinguish and understand themselves. Finance? Music? Applied exercise science? The categories and sub-categories seem endless, which is why many students cling hesitantly to the title of “undeclared.” It can be daunting to choose a single (or dual if you're ambitious) area of study for two to four years.

So how did the concept of a college “major” get started anyway?

The basic concept of studying a particular realm of knowledge can be traced back to Pythagoras' belief that mathematics and its associated study of numbers and balance should be the framework of all study. His ideas were grouped into four key areas of study: astronomy, geometry, mathematics, and music.

This so-called “quadrivium” of study is often coupled with the classic trivium of grammar, logic, and rhetoric—a system employed by many classical schools all over the United States. These two structures also became the basis of Western educational systems and appear to be the precursors to the college major.

European Western education extended into the American colonies through the nine earliest colleges, including King's College (now Columbia), Princeton, and Harvard. “[These] colleges offered an education that would introduce a youth to

the thought and literature of the past, discipline his mind, form his character, and prepare him for leadership in business, government, or the church,” according to historian Dr. Althea Stoeckel.

Courses were taken at the instruction and urging of the professors and teachers. At Harvard, students didn't actually get to choose what courses they took or what they studied until nearly the twentieth century. In 1869, new Harvard president Charles William Eliot brought

an end to those forced courses. Students were allowed to study whatever they pleased, creating an elective method of study. However, by the turn of the twentieth century, many students were floundering in this new-found freedom, having taken only introduction courses and not developing any particular consistent area of study.

Today's “college major” effectively began in 1910 when Harvard's next president, Laurence Lowell, created an entirely new system where students were still given the autonomy of choosing their area of study, but then had to graduate in that field. Students picked a “major,” took some core courses, and graduated with that degree.

According to an article by the Old Stone House Museum, a historical society in Vermont, what today is the “education” degree really began in 1823. Establishments called “Normal Schools” were schools that trained up new teachers. The first Normal School established in the U.S. was Concord Academy in Vermont, created by Samuel Read Hall.

And while some Normal Schools still exist, the method of teaching education to college students has evolved over the centuries. Classical training that used to be focused on the trivium and quadrivium has morphed into a broader, but perhaps shallower curriculum, losing the in-depth training that classical education seeks to cultivate.

It is no wonder that choosing a college major can be so overwhelming, especially for a student who grows up classically educated. These students are used to in-depth, rigorous studies, but often enter a college environment that no longer has time for deep analysis. This is why clas-

sically educated students must be the change they wish to see. They must adopt an attitude in which college is no longer a place to grind out diplomas, but a space to seek knowledge and understanding. ■■

These students are used to in-depth, rigorous studies, but often enter a college environment that no longer has time for deep analysis.

MARISSA BLACK is currently pursuing a degree in journalism at Azusa Pacific University. She graduated from Providence Classical Christian School, Kirkland, WA, in 2013.

Because life's most important lesson
is learning why you're here.

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ACCS-member schools. Learn more at phc.edu/accs.



**PATRICK
HENRY
COLLEGE**

*Patrick Henry College is one of just a
few colleges that has intentionally
embraced classical Christian education.*

—David Goodwin, President, ACCS

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Shape your culture for Christ!



RIPPLE EFFECT

A new college test, and why it's important

“Will this be on the test?” The answer to this critical question forms the landscape of American education—what will be studied, what will be committed to memory, and what will be left behind. Standardized college admissions tests exert enormous influence over the curricula and texts selected by educators from high school down to pre-K. If these decisions stem from a disordered view of what education truly is, the corrupting influence on American education can hardly be overstated.

A BETTER COLLEGE ADMISSIONS TEST EMERGES: THE CLASSIC LEARNING TEST (CLT)

The word “Classic” in the CLT name refers to ideas that have stood the test of time. As the SAT and ACT scramble to remain relevant, this new exam has emerged with a clear vision to reconnect students with the virtue, ethics, and intellectual inheritance of the Western tradition.

The descriptors of the CLT test read like advertisements for classical education. The high scorer in each of the three official test cycles to date have been classically educated students.

Students should be helped by their families, communities, and schools to achieve their highest possible levels of knowledge and understanding, to live a rich life undergirded by the greatest ideas, and to be taught virtue, the greatest source of satisfaction. This is why Aristotle famously said, “Educating the mind without educating the heart is no education at all.”

WHAT WENT WRONG WITH THE SAT & ACT?

David Coleman was the “chief architect” of the Common Core Standards—the reengineering of national scholastic standards

and, by ripple effect, the curriculum often chosen for the classroom. Now Coleman presides over the newly redesigned SAT, which measures the effectiveness of his earlier project.

On September 22, 2016, Coleman spoke at the National Association for College Admission Counseling conference. In the educational breakout session, “A Conversation with David Coleman,” he shed light on the core values underlying the new SAT.

“The revision of the SAT has gotten rid entirely of every vestige, every remainder of the notion that it is an aptitude test ... The New SAT is entirely an achievement test.”

Coleman stated clearly that the SAT no longer measures aptitude. It is an achievement test—a measure of the content retained after a particular course of study. To which course of study does Coleman refer? Since the Common Core Standards have come under intense fire from dissatisfied parents and educators across the country, both the SAT and ACT have flushed any reference to the Common Core Standards from their websites, but they are certainly implied by the phrase “what students learn in class,” a phrase used to describe the content on the SAT. Remember, Coleman was the architect of the Common Core before he took over the SAT.

A Perfect Challenge

The elusive perfect score, 120, has yet to be achieved. The first student to ace the CLT will receive a full, four-year, tuition, room and board scholarship to any school in the United States to which they gain admission. [SEE CLTEXAM.COM](http://SEECLTEXAM.COM).

“Should an exam they take to get into college be different from the work they do in high school? No, it must not be. It should be exactly the same.”

According to Coleman, it is no longer fair to ask students to do more than recite facts and ideas they have previously studied. What does “exactly the same” look like? Coleman assures us the new SAT has no “puzzle like questions, tricky things, things that try to surprise and be different than what you’ve done in the classroom.” Coleman described the material appearing in the math section as “elegant, brief problems that are clear to students, that allow them to show their math knowledge easily, that are easily accessible to them. Every extra word should go. Complex distracting situations should go.”

Clearly, the Common Core Standards and the new SAT do not expect students to apply their abilities or knowledge in any new or adaptive way. Coleman affirmed that the new SAT would be easier than the old SAT, cutting 70 questions while allowing the same time for completion.

“Why did we get rid of obscure vocabulary words? ... Imagine what those words were like for English language learners ... It is time for the SAT to be an exam for our most vulnerable students ... ”

With this statement Coleman reveals the shift that drives every change. The College Board’s mission is not to measure the quality or rigor of education, but rather to compromise quality in whatever way necessary to improve equality of access to higher education.

Why is it necessary to lower the standard? The answers suggest acceptance of the idea that the primary objective of education in the U.S. is to be fair to underserved, at-risk populations and equalize opportunity.

Coleman tells us it would be unfair to ask students to think critically, to problem-solve through complexity, to identify and eliminate distractors, to test themselves against the higher standards they will encounter as college freshmen.



A Better Measure of Success

A Better Admissions Test: Raising the Standard for College Entrance Exams, consolidates concerns that the SAT and ACT rise from a disordered understanding of what it means to be educated. This timely book offers the wisdom of current and former headmasters, professors, and college presidents daring to question the status quo and envision a solid alternative.

These lower standards will creep into high schools and below, as parents and educators demand their students be put in front of the kind of low-complexity, basic vocabulary selections featured on the SAT and ACT.

WHAT CAN WE DO?

Unite. When thousands of the most highly sought after students register for the CLT exam, more colleges will accept the exam results. When more students read the enduring literature and documents of Western civilization, the moral and civic foundation of the coming generations will be strengthened. We have the power to drive the change. When we stand together, our voices will be heard. ■■



EXPLORE THE TEST AT CLTEXAM.COM.

- See the growing list of colleges accepting the CLT
- Learn how to take it

RUTH POPP earned a B.S. from the United States Naval Academy. Personal growth as an educator led her to the classical education renewal gaining strength across the nation. She currently serves as director and president of the Board for St. Thomas Aquinas Tutorial in Millersville, MD, and on the Board of Academic Advisors for Classic Learning Initiatives. Ruth has 5 daughters.

¹ David Coleman, “A Conversation with David Coleman” (Educational breakout session, National Association for College Admission Counseling (NACAC) conference, Columbus, Ohio, September 22, 2016)

The Moral Debate

When students sit for the cumulative exam of twelve years of academic preparation, its content sends a powerful message. It has been argued that both the SAT and ACT are important cogs in a machine that perpetuates the philosophy of “value neutral” education.

Many educators bleach out the values inherent in any discussion of depth concerning historical, literary, and scientific endeavor in order to prepare students for a standardized test, requiring only a regurgitation of disconnected facts, or the careful presentation of a “value neutral” argument.

Truth, goodness, and beauty are sacrificed daily at the altar of moral relativism. Once students have accepted the idea that truth does not exist, they have been crippled in their ability to recognize and respond to the One who is Truth.

WHY DOES THIS MATTER?

Our children will work shoulder to shoulder with their peers to secure the blessings of liberty for the next generation. What other students learn will impact their lives and future for better, or worse.



Standing on the Wall with Spenser and Augustine

The warrior-poet

“Duty then is the sublimest word in the English language. You can never do more, you should never wish to do less.”

—General Robert E. Lee

As I stood in the hallway of Regents School of Austin, I heard my teachers crying. I was starting my first week of high school when the headmaster gathered the upper school together to explain there had been a series of terrorist attacks in the United States—in New York, Washington D.C., and Pennsylvania.

In the years that followed, I continued my education at Regents and then at Providence Classical School in Spring, TX. As world events unfolded, my high school teachers wrapped current events into their classical lesson plans. In Miss Bridges’ rhetoric class, we debated the merits of Operation Iraqi Freedom, then switched sides to debate it again. In American Government, we examined the constitutional governance of warfare, the writings of the Founding Fathers in relation to expansion and protectionism, and Augustine’s Just War theory. In Mr. Baldwin’s humanities class, we studied the varying worldviews—our own and those of our future adversaries. I remember watching the invasion of Iraq with members of my basketball team and the capture of Saddam Hussein with my mock trial team.

“I am a warrior, so that my son may be a merchant, so that his son may be a poet.”

—John Quincy Adams

“They fought like warrior poets; they fought like Scotsmen, and won their freedom.”

—Braveheart

In the final months of my classical education, Mr. Steve Vinton of Village Schools International came to speak at our chapel. He shared with us the work God had been doing in Tanzania, students making bricks, mamas hauling water, fathers hauling cement so that their children could go to school. After two years of college

at the Air Force Academy as a cadet, I was able to see for myself the incredible work going on in small villages across East Africa. The motivation of these men, women, and children to better themselves and their condition, to understand more about God and His world, was breathtaking. In fact, the only place I had seen a matching passion for knowledge was among the parents, teachers, and administrators at my school in Spring, TX. My father commuted three hours each day so I could live near school. My mom worked at the school to help with tuition. My teachers were not rich, and my headmasters worked long hours during the school year and had jobs in the summer.

It was with a renewed sense of humility that I reentered the Air Force Academy after some time in East Africa, learning to appreciate what is meant by the term “service” as seen in rural Africa and in my own school. The Air Force taught us their core value of Service Before Self, the quality of looking out for others’ interests above your own, but this value—so vital to the effectiveness of a military officer—was demonstrated to me long before my military education began.



It has been more than eleven years since I first swore to support and defend the Constitution against all enemies foreign and domestic. Yet many years before that oath, my education sharpened my understanding of right and wrong, and challenged me to think through and study my profession and my goals. Secretary of Defense James Mattis once wrote, “As commanders and staff officers, we are coaches and sentries for our units: how can we coach anything if we don’t know ... more than the [basics]?”

Our duty is not only to our country, but to our God, our family, and when overseas, to the people we train and protect. The balancing of duty must be informed by a godly, circumspect worldview. “See then that you walk circumspectly, not as fools but as wise, redeeming the time, because the days are evil” (Ephesians 5:15–16). The thirst for knowledge, combined with the demonstrated sense of service has daily improved my capacity to serve my airmen, my family, my country, and my God. ■■

CAPT. JEFFREY FAULKNER graduated from the United States Air Force Academy in 2010. He is married to the woman of his dreams and is a father to two delightful toddlers.

A Strategic Education

Classical learning on the front lines

We few, we happy few,
we band of brothers...
—Shakespeare, *Henry V*

My classical Christian education started in the 4th grade at Ad Fontes Academy.

As a sophomore—which can appropriately be translated as a wise fool—I decided life would be better at my local public school. That was an eye-opener. I was back at AFA by the second semester of my junior year. Ten days after I graduated in June of 2012, I left for boot camp at Parris Island to live out my childhood dream.

Because I was classically educated, some people viewed my choice to join the Marines as a waste, especially since I joined the infantry. Initially, my goal was to be a Christian witness among enlisted warriors, and even I thought my education would not help me much in a ground combat job. I was wrong. Now

The depth
of thought
provided by
my education
helped keep
me grounded
during times
of stress.

my boots were on the ground, the more I learned that the answers to complex dilemmas are not always so simplistic. The depth of thought provided by my education helped keep me grounded during times of stress. (Note from the editor: How many Marines on deployment write home requesting Eusebius's *Church History* for a relaxing read?)

The biggest surprise was how practical it all became once I left the classroom. There were numerous occasions in the Marines

where the lessons I learned throughout my education stood out in very tangible ways. Who knew those war battles my history teacher loved to have us reenact actually taught both strategic and tactical logic? But the most notable skill was public speaking. My school prepared me to formulate arguments and present them clearly. It probably doesn't take too much

imagination to realize how beneficial this can be in the field.

As a squad leader overseas, I had numerous responsibilities; one of those was writing combat orders. Whenever my squad was ordered to go on a foot patrol, for example, I had to plan the route as well as write an order containing information about all the tactical possibilities. I then briefed my squad, and usually a couple of officers if they decided that they wanted to listen in. Though there were some squad leaders who gave great briefs, many others seemed to struggle in ways I had overcome by high school.

As an instructor during my last year of service, I was responsible for numerous classes and taught hundreds of students. My entire job involved speaking to large crowds, whether it was in a classroom or



in a practical application setting. Going through the junior and senior theses process at AFA made me comfortable in front of people, and that skill clearly carried over to the Marine Corps.

Since graduation, I've had the privilege of walking beside true heroes and was blessed to have a place among a group of men I can call my brothers. The Marine Corps, and the entire United States Armed Forces for that matter, is a diverse environment consisting of men and women from every state and from every walk of life. Each person I knew in the military had something unique about them. My distinctive was my education. ■■

MICHAEL FITTS recently separated from the United States Marine Corps as a corporal. He served two deployments in multiple countries. He has received the following medals: National Defense, Global War on Terrorism, Sea Service Deployment (x2), Korean Defense, Marine Corps Good Conduct, Navy Unit Commendation.



that I am out of the Marines, I can see how my education helped me during my four years of service.

My senior thesis was on Augustine's Just War theory applied to American military actions in Iraq and Afghanistan. I was very sure of my advocacy then, but the longer

Down the Hallway



Friendly Giraffe
The Ambrose School
Meridian, ID
Claire Johnston, 1st

Drawn at home using colored pencils and watercolors, her favorite art tools. She says, "I want to be a teacher when I grow up. Maybe first grade. And we will do lots of art."

Birds on Paper
Cary Christian School
Cary, NC
Lindsay Cornelius, 6th

An imitation in the style of Amate bark painting. This was part of a unit on Mexican folk art conducted by art teacher Erica Spivey.



☁️ Brighten our walls!

We like to fill our hallway with student art, poetry, essays, short stories and other good works.

Send your submissions to ClassicalDifference.com/submissions. Published student works earn a **\$10 Amazon gift card** for purchasing classic books. Or crayons.



Beloved
Coventry Christian Schools
Pottstown, PA
Mikayla DeLuca, 12th

A Studio Art project created using acrylics for art teacher Erin Wade. Mikayla is currently a chemistry teaching assistant and president of the Chemical Society at Penn State Berks, proving that science and art can go together.



Ladybug
Veritas Christian School
Lawrence, KS
Caitlin Breuer, 12th



Class assignment for art teacher Julie Hammer, using watercolor for the insect and for the rectangular background behind the insect, and pen and ink outside the rectangle.

BLAKEY
PRIZE
in Fine Art

THE ANNUAL BLAKEY PRIZE IN FINE ART offers cash prizes to young artists in ACCS-accredited schools.

- First prize is **\$500**.
- Second prize is **\$250**.
- The deadline is **April 14, 2017**.

This contest is open only to high school students in ACCS-accredited schools.

FOR GUIDELINES AND 2016 WINNERS:



ClassicalChristian.org/student-contests-and-events/

Man Does Not Live By Math Alone

Education is more than STEM



Eric Metaxas

C. S. Lewis once said that education without values makes us into “more clever devils.” Here’s why that’s so.

We’ve all seen the studies showing that students in America are falling behind in STEM subjects—STEM is shorthand for Science, Technology, Engineering, and Mathematics—and many in education and government are freaking out. The STEM Education Coalition warns that 60 percent of employers are having a hard time finding qualified workers, and that of 65 education systems worldwide,

American students rank only 27th in math and 20th in science.

“STEM education must be elevated as a national priority,” the group recommends. “Our nation’s future economic prosperity,” they say, “is closely linked with student success in the STEM fields.”

I agree. This is a serious matter. But what about our moral and ethical security? Many in academia and government in these budget-cutting times are joining the stampede to emphasize STEM education at the expense of the humanities. And Washington Post columnist Fareed Zakaria says that’s short-sighted. “Technical chops are just one ingredient needed for innovation and economic success,” Zakaria says. “No matter how strong your math and science skills are, you still need to know how to learn, think and even write.” Studies show that subjects such as literature, philosophy, and ethics actually improve STEM performance! Truly, man does not live by math alone.

While STEM subjects are necessary to our national well-being, subjects such as history, philosophy, the arts, and, yes, theology—which, after all, used to be known as “the queen of the sciences”—are vital to our spiritual well-being. While the former can provide us with facts and information, the latter supply us with meaning and wisdom.

As my friend John Stonestreet said on *The Point*, “No country will benefit from a citizenry that’s technically skilled but unable to wrestle with life’s biggest questions. STEM may give us cheaper computer chips, but only the humanities can tell us what to do with them.”

Here are four great questions that our friend Chuck Colson



Visit ClassicalDifference.com/2017-Spring to link to the original article.

said that everyone must ask: Where did I come from? What’s wrong with the world? Is there a solution? What is my purpose?

The sciences can tell us what is, but not what should be. Look—STEM is great, even vital, but science and technology can’t give us purpose, values, and real significance. Lewis warned that modern education was making us into “men without chests”—people who are all intellect and passion, but without the values necessary to regulate their desires.

So let me suggest that we supplement the gaps in our modern education system with a more “chest-focused” approach.

Of course, religious education at church and home is critical. But also get involved in your local private, and yes, even public schools. Make sure that students are being asked the big questions: What is true, beautiful, and good? You might want to consider a classical Christian school for your child if there’s one in your area.

And make sure your children are reading books—good books, classics appropriate to their age. And don’t forget biographies of people who mattered, who made a difference. I just happen to know someone who wrote a couple of good ones on Bonhoeffer and William Wilberforce!

And while you’re at it, take your kids to a good art gallery.

Do you have college students? Check out their classes. Encourage your young engineer-to-be to take a philosophy course or one on Shakespeare!

Yes. By all means. Let’s make sure our kids can do math and science. But may we never focus on STEM subjects to the exclusion of what makes education human: the humanities. The ought, not just the is. ■■

ERIC METAXAS is the bestselling author of *Bonhoeffer: Pastor, Prophet, Martyr, Spy*. He is the radio host of *The Eric Metaxas Show* and the co-host of *BreakPoint*.

EDITOR’S NOTE: This piece was originally published by *BreakPoint*.



Underfunded Schools Forced to Cut Past Tense from Language Programs

WASHINGTON—Faced with ongoing budget crises, underfunded schools nationwide are increasingly left with no option but to cut the past tense—a grammatical construction traditionally used to relate all actions and states that have transpired at an earlier point in time—from their standard English and language arts programs.

A part of American school curricula for more than 200 years, the past tense was deemed by school administrators to be too expensive to keep in primary and secondary education.

"This was by no means an easy decision, but teaching our students how to conjugate verbs in a way that would allow them to describe events that have already occurred is a luxury that we can no longer afford," Phoenix-area high-school principal Sam Pennock said. "With our current budget, the past tense must unfortunately become a thing of the past."

In the most dramatic display of the new trend yet, the Tennessee Department of Education decided Monday to remove "-ed" endings from all of the state's English classrooms, saving struggling schools an estimated \$3 million each year. Officials say they plan to slowly phase out the tense by first eliminating the past perfect; once students have adjusted to the change, the past progressive, the past continuous, the past perfect progressive, and the simple past will be cut. Hundreds of school districts across the country are expected to follow suit.

"This is the end of an era," said Alicia Reynolds, a school district director in Tuscaloosa, AL. "For some, reading and writing about things not immediately taking place was almost as much a part of school as history class and social studies."

"That is, until we were forced to drop history class and social studies a couple of months ago," Reynolds added.

Nevertheless, a number of educators are coming out against the cuts, claiming that the embattled verb tense, while outmoded, still plays an important role in the development of today's youth.

"Much like art and music, the past tense provides students with a unique and consistent outlet for self-expression," South Boston



A Chicago-area teacher begins the new past-tense-free curriculum.

English teacher David Floen said. "Without it I fear many of our students will lack a number of important creative skills. Like being able to describe anything that happened earlier in the day."

Despite concerns that cutting the past tense will prevent graduates from communicating effectively in the workplace, the home, the grocery store, church, and various other public spaces, a number of lawmakers, such as Utah Sen. Orrin Hatch, have welcomed the cuts as proof that the American school system is taking a more forward-thinking approach to education.

"Our tax dollars should be spent preparing our children for the future, not for what has already happened," Hatch said at a recent press conference. "It's about time we stopped wasting everyone's time with who 'did' what or 'went' where. The past tense is, by definition, outdated."

Said Hatch, "I can't even remember the last time I had to use it."

Past-tense instruction is only the latest school program to face the chopping block. School districts in California have been forced to cut addition and subtraction from their math departments, while nearly all high schools have reduced foreign language courses to only the most basic phrases, including "May I please use the bathroom?" and "No, I do not want to go to the beach with Maria and Juan." Some legislators are even calling for an end to teaching grammar itself, saying that in many inner-city school districts, where funding is most lacking, students rarely use grammar at all.

Regardless of the recent upheaval, students throughout the country are learning to accept, and even embrace, the change to their curriculum.

"At first I think the decision to drop the past tense from class is ridiculous, and I feel very upset by it," said David Keller, a seventh-grade student at Hampstead School in Fort Meyers, FL. "But now, it's almost like it never happens." ■■

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The past tense
is, by definition,
outdated.



Poll Results: Breakfast On the Go

Our top pick

How often did my kids eat breakfast in the car?
“Back in the day,” most days!

I had a breakfast schedule for school days. I don’t remember all the offerings, but turkey bacon muffins, pork roll on English muffins, and frozen breakfast casseroles cut in serving pieces were staples. If my children were school-aged today, I would add this recipe to the list:

BREAKFAST COOKIES

2/3 cup butter, softened
2/3 cup sugar
1 egg, lightly beaten
1 teaspoon vanilla extract

3/4 cup all-purpose flour
1/2 teaspoon baking soda
1/2 teaspoon salt
1-1/2 cup old-fashioned oats

1/2 cup toasted wheat germ
1 cup (4 ounces) shredded cheddar cheese
6 bacon strips, cooked and crumbled

In a bowl, cream butter and sugar. Add egg and vanilla; mix well. Combine flour, baking soda and salt; add to creamed mixture and mix well. Stir in oats and wheat germ. Fold in cheese and bacon. Drop by rounded teaspoonfuls onto ungreased baking sheets. Bake at 350° for 15–17 minutes or until light brown. Yield: 3 dozen.

—Kathy Jagers, Redeemer Classical Christian School, teacher and mom

Reader's Choice

What was your
favorite non-fiction
and fiction book
released in 2016?

We'll share the top picks of the
classical Christian community
in the next issue!

Go to [ClassicalDifference.com/
best-books/](http://ClassicalDifference.com/best-books/)



I Heard It in the Pickup Line

Classical school snow day

A high school student and his younger sister had just arrived at the car in front of me. The excitement exuding from their car was infectious. I could see bouncing up and down in the front seat as a voice exclaimed, "I can't believe we get to go home early for another snow day! And school is canceled again TOMORROW! Sleeping in, no homework, mom can make a homemade lunch, and we can go sledding!" The high school student said to the voice, which belonged to his mom, "Are you kidding? Not another day behind on my thesis!" And the younger sister said, "You mean now I have to listen to YOU read *Lord of the Rings*?" It was pretty much the same in my car when my kids showed up. I could only shake my head and think, snow days weren't like this when I was a kid. ■■

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School Snapshot



Franklin Classical School

FRANKLIN CLASSICAL SCHOOL
FRANKLIN, TN

The Only Thing Missing for the First Day of School Was the Building

When most parents finish the final page of *The Case for Classical Christian Education*, visions of ivy-covered brick buildings captivate their imaginations. From a first floor window emanates a child's voice translating Caesar's *Gallic Wars*; and from above rings an angelic choir's medieval hymn filling the air over a robust lacrosse team practice on a sunny field.

However, their first visit to the local classical Christian school is often a different reality. They may find a converted shopping center, a former roller rink, or a church with no recognizable evidence of a school inside. The parents who don't immediately put the car in reverse see a school with an eternal mission though few resources. For many ACCS schools, this is the story of their first years ... or first decades.

Franklin Classical School in Tennessee began in 1992 as a homeschool program taught by Dr. George Grant. For twelve years they leased space in a local church and grew into a K-12 school

that also offered umbrella services for homeschool families. However, both the school and the church were outgrowing the building, so it was time to find a larger facility. In the spring of 2015, FCS found a larger church which offered the school their own floor. The principal, Jeff Dokkestul, started meeting with architects, fire marshals and zoning officials. Everything was set for a fall opening when Dokkestul left for vacation in June of 2015.

On a Minnesota lake, in the middle of his family reunion, Dokkestul received an urgent call. The new church merged with another large church and FCS lost its lease. That afternoon, he was on a plane back to Franklin. After contacting 40 churches and with only weeks until the start of school, the school remained homeless. "It's a challenge to get the church to see that these schools are discipleship," explained Dokkestul.

One afternoon, he providentially ran into a friend who pastored a small church and he laid his case before him. That church welcomed the school on a short-term basis. Once again, Dokkestul was working with architects and fire marshals. "What was remarkable was that we did not lose one family or one faculty member, even up until the night before the start of school when we still did not have approval from the city," Dokkestul recalls. In fact, the FCS community was unwavering in prayer and support.

The day of their back-to-school parent meeting, he still did not know whether to tell everyone to come the next day or keep the children at home. At 4:50 p.m., he got the call that the move-in was approved by the city, but only until December. Although grateful and relieved, being in a smaller space meant everything must be boxed up on Fridays and unboxed on Mondays. Teachers had to haul their things home and back every day.



In December, FCS finalized an agreement with an education building in downtown Franklin that would lease two floors for three years, and ... everything was already up to code! Today, they are in their second year in their new home, and they have a story to tell.

However, once again Dokkestul is meeting with planners and architects and fire marshals. But this time it's from the other side—FCS is set to build their own school within the next three years on their own land, just outside of downtown Franklin.

The FCS story, while perhaps a bit more dramatic, is common to many schools that started in humble abodes, yet through faith and perseverance stayed the course long enough to see their alum return as faculty in their own buildings. Dokkestul explained a more enduring lesson, "Our students will graduate and move on, but they will always remember what happened here and how God provides."

When asked why no one left the school in midst of uncertainty, he said, "We have a long history of mentoring our families.



We believe in parent educators. Our community is steeped in relationship and discipleship." Clearly once a family experiences this, where else is there to go? ■■

JEANETTE FAULKNER is a former print and broadcast journalist who currently teaches logic, Latin and humanities at Grace Classical Christian Academy in Granbury, TX.

Moral Life and the Classical Tradition Seminar



June 18–24 (Women)
June 25–July 1 (Men)

The Moral Life and the Classical Tradition Seminar is a week-long program for rising high school juniors and seniors interested in the ancient philosophical tradition and its influence in the Christian moral life. Sessions for young men and young women are held on separate weeks.

Participants study classical moral philosophy, primarily Plato and Aristotle, and contemporary issues in moral thought, with readings on the relationship of faith and reason, the Judeo-Christian tradition and scientific inquiry, sexual ethics, marriage and family, and biomedical ethics.

Classes are supplemented with quiet time for study and with extracurricular activities such as sports, cultural outings, and opportunities for spiritual reflection. Students live for the week in the dormitories of Princeton University under the supervision of Residential Advisors.

A non-refundable \$400 registration fee will be required of all accepted applicants to reserve a place in the seminar. This fee covers tuition, room, board, and books. It does not include travel expenses.

Eligibility: Those who will be juniors or seniors in high school in the fall of 2017 may apply to the seminar.

Applications: Please visit www.winst.org for information on how to apply to the 2017 Moral Life and the Classical Tradition Seminar. Applications will be considered until April 2, 2017.

Questions? Email Felix Miller at fmiller@winst.org.

ACCS Member Schools

Acacia Academy
Kokomo, IN

Ad Fontes Academy
Centreville, VA

Agape Christi Academy
Eden Prairie, MN

Agathos Classical School
Columbia, TN

Aletheia Christian School of Peoria
Peoria, IL

Alpha Omega Academy
Huntsville, TX

American Christian School
Succasunna, NJ

Annapolis Christian Academy
Corpus Christi, TX

Appomattox Christian Academy
Appomattox, VA

Aquidneck Island
Christian Academy
Middletown, RI

Arma Dei Academy
Highlands Ranch, CO

Augustine Christian Academy
Tulsa, OK

Augustine Classical Academy
Mechanicville, NY

Augustine Classical Academy
Lakewood, CO

Augustine School
Jackson, TN

Baldwin Christian School
Baldwin, WI

Bayshore Christian School
Fairhope, AL

Beacon Hill Classical Academy
Camarillo, CA

Bethel American International School
St. Paul, MN

Bloomfield Christian School
Bloomfield Hills, MI

Bradford Academy
Mebane, NC

Brown County Christian Academy
Sardina, OH

Cahaya Bangsa Classical School
Bandung, Jawa Barat, Indonesia

Cair Paravel Latin School, Inc.
Topeka, KS

Calvary Christian Academy
Silver City, NM

Calvary Christian Academy
San Jose, CA

Calvary Classical Academy
St. Cloud, MN

Calvary Classical School
Hampton, VA

Candies Creek Academy
Charleston, TN

Cary Christian School
Cary, NC

Cedar Tree Classical
Christian School
Ridgefield, WA

Charis Classical Academy
Madison, WI

Christ Church Academy
Lafayette, LA

Christ Classical School
San Luis Obispo, CA

Christ Presbyterian School
Baton Rouge, LA

Christian Heritage School
Longview, TX

Christ's Legacy Academy
Athens, TN

Clapham School
Wheaton, IL

Classical Christian Academy
Post Falls, ID

Classical School of Wichita
Wichita, KS

Clear Lake Classical
Clear Lake, IA

Colquitt Christian Academy
Moultrie, GA

Coram Deo Academy
Flower Mound, TX

Coram Deo Academy
Carmel, IN

Coram Deo Academy
Richland, WA

Coram Deo Preparatory Academy
Houston, TX

Cornerstone Academy
Morristown, TN

Cornerstone Academy
Snohomish, WA

Cornerstone Christian Academy
Appomattox, VA

Cornerstone Christian Academy
Abingdon, VA

Cornerstone Classical Christian
Academy
Montgomery, AL

Cornerstone Classical Christian
Academy
Hebron, KY

Cornerstone Classical School
Basalt, CO

Cornerstone Classical School
Salina, KS

Covenant Academy
Macon, GA

Covenant Academy
Cypress, TX

Covenant Christian Academy
Harrisburg, PA

Covenant Christian Academy
West Peabody, MA

Covenant Christian Academy
Colleyville, TX

Covenant Christian School
Smyrna, GA

Covenant Christian School
Panama City, FL

Covenant Classical Academy
Louisville, KY

Covenant Classical
Christian School
Columbia, SC

Covenant Classical School
Concord, NC

Covenant Classical School
Fort Worth, TX

Covenant Classical School
Naperville, IL

Covenant School
Huntington, WV

Coventry Christian School
Pottstown, PA

Dominion Christian School
Oakton, VA

Dominion Classical Christian
Academy
Dacula, GA

Eastwood Christian School
Montgomery, AL

Eukarya Christian Academy
Stephens City, VA

Evangel Classical Christian School
Alabaster, AL

Evangel Classical School
Marysville, WA

Evangelical Christian Academy
Colorado Springs, CO

Faith Christian Academy
Kansas City, MO

Faith Christian School
Roanoke, VA

First Classical Academy
Katy, TX

First Presbyterian Church School
Tacoma, WA

Franklin Classical School
Franklin, TN

Genesis Classical Academy
Winnebago, MN

Geneva Academy
Monroe, LA

Geneva Academy
Roseburg, OR

Geneva Academy
Lincoln, DE

Geneva Classical Academy
Lakeland, FL

Geneva School of Boerne
Boerne, TX

Gloria Deo Academy
Spring Branch, TX

Good Shepherd School
Tyler, TX

Grace Academy
Springfield, MA

Grace Academy of Georgetown
Georgetown, TX

Grace Academy of North Texas
Prosper, TX

Grace Christian Academy
Merrick, NY

Grace Classical Academy
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Grace Classical Academy
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Grace Classical School
Jacksonville, NC

Great Books Honors College
Montgomery, AL

Greenville Classical Academy
Simpsonville, SC

Grove City Christian Academy
Grove City, PA

Harvest Christian School
Petaluma, CA

Haw River Christian Academy
Pittsboro, NC

Heritage Oak School
Tehachapi, CA

Heritage Preparatory School
Atlanta, GA

Heritage School
Fredericksburg, TX

Hickory Christian Academy
Hickory, NC

Highland Rim Academy
Cookeville, TN

Horizon Prep School
Rancho Santa Fe, CA

Hunter Country Day School
Manakin-Sabot, VA

Imago Dei Academy
Alamogordo, NM

Immanuel Lutheran School
Alexandria, VA

Coram Deo Classical Academy
Brownsville, TX

Island Christian Academy
Langley, WA

Jonathan Edwards Classical Academy
Whites Creek, TN

Kings Way Classical Academy
Clackamas, OR

Legacy Academy
De Queen, AR

Legacy Classical Christian Academy
Chesilhurst, NJ

Legacy Classical Christian Academy
Haslet, TX

Libertas Academy
Tampa, FL

Liberty Classical Academy
White Bear Lake, MN

Lighthouse Christian Academy
Stevensville, MD

Logos Christian Academy
Fallon, NV

Logos Christian Academy
Casa Grande, AZ

Logos Online School
Moscow, ID

Logos Reformed Evangelical Education
Surabaya, Indonesia

Logos School
Moscow, ID

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

Finding Freedom in Lent

Five years ago, a young, rag-tag family of six emerged from a mid-week service smelling strongly of scented

oil and looking like they'd been to some kind of wild concert. Smudged, black crosses marked all their brows, right down to the toddler, whose cross at this point was a huge black smear across her round, cheerful face. They walked to the car, quiet, except for the occasional giggle at the

Lent is an ancient Christian tradition with roots as far back as AD 325. Observed by both Catholic and Protestant Christians, and beginning on Ash Wednesday, it is a season of fasting and penitence observed in the (approximately) 40 days before Easter. By comparison, the Christian season of Easter is historically celebrated for 49 days (seven weeks)!

strangeness of it all. So marked the start of our first Lent.

With children in pre-K, kinder, 1st, and 2nd, and a husband who had taught 12 different classes in three years at our classical school, we were running on empty. We'd

heard of Ash Wednesday and Lent, but this was a new experience for us. Oh, how we needed Jesus! And oh, how He drew near that Lenten season.

Scripture often pairs fasting with prayer and repentance. For us—parents, teachers, and students—Lent is an opportunity to create need (fast) by setting something aside such as eating a meal, or buying coffee, or eating sweets, or using electronics. In that void, we pray and listen; we meditate on His words of life, making room for change. In this season we become familiar with our ever-present need; we identify with the suffering of Christ and his dependence on our Father in Heaven.

From the time of the early church, Christians have walked with Christ through the calendar year by intentionally observing Christian seasons. Lent is a season of turning. We turn from our natural, idle preoccupations, and we turn to a Savior who is both acquainted with our need, and is qualified to heal it. We let go, so we can receive.

Alexander Schmemmann, in his book *The Great Lent*, says that Lent is like walking in a dark valley, even while the rising sun lights the tops of the mountains around us. We labor to become familiar with our deep need, looking ahead to greater victories that have been already won for us. Lent draws the Christian heart and body together into shared submission to Christ ... to a merciful Savior, abounding in steadfast love, familiar with our need, and abundant in power to save! ■■

JENNIFER KAU is a mom of four, grades 2nd–8th. She and her husband Arron, dean of mathematics at Covenant Classical School, live in Fort Worth, TX.

A Practical Guide to Lent

- **FASTING** is a bodily discipline for an inward pursuit. As such, Scripture warns against bragging about the fast. However, as we are many members of one body in Christ together, we see goodness in walking in spiritual disciplines together. This means that we have the freedom to fast together as a family, or even in agreement as a small group of friends or a church body.
- **FOOD***: Consider fasting one day of the week (e.g., Fridays throughout Lent), or for one meal a day, or from a specific food item (alcohol, coffee, sweets, etc.). Spend that time in solitude with your Bible, or in praying a penitential Psalm (Psalm 6, 32, 38, 51, 102, 130, 143). Ask the Lord for His continued work of mercy in your life.

- **TIME**: Take a break from distractions like TV, Facebook, surfing the web, and pleasure reading. A family could fast from TV and instead read a Gospel aloud and talk about it, or play a game together. We are often unknowingly preoccupied; intentionally giving honor to God-given relationships brings blessing in a fast.
- **GROUP**: Consider fasting as a small-group from spending money in restaurants. Come together once a week and pray for one another, build community, share transparently the work God is doing in each individual life. Save the unspent money from Lenten season, and give it to a community shelter or pregnancy center.
- **FEASTING**: We do not fast on Sundays in Lent, as they are feast days. Sundays are always mini-Easters ... a weekly remembrance that Christ has accomplished our victory. Just as Christ taught us: we do not fast while with the Bridegroom ... but we feast in His presence!

*Children should not skip meals on a regular basis. If children have an understanding of fasting, and want to participate, perhaps a fast from a certain type of food or activity would be a good consideration (e.g., sweets or video game time).



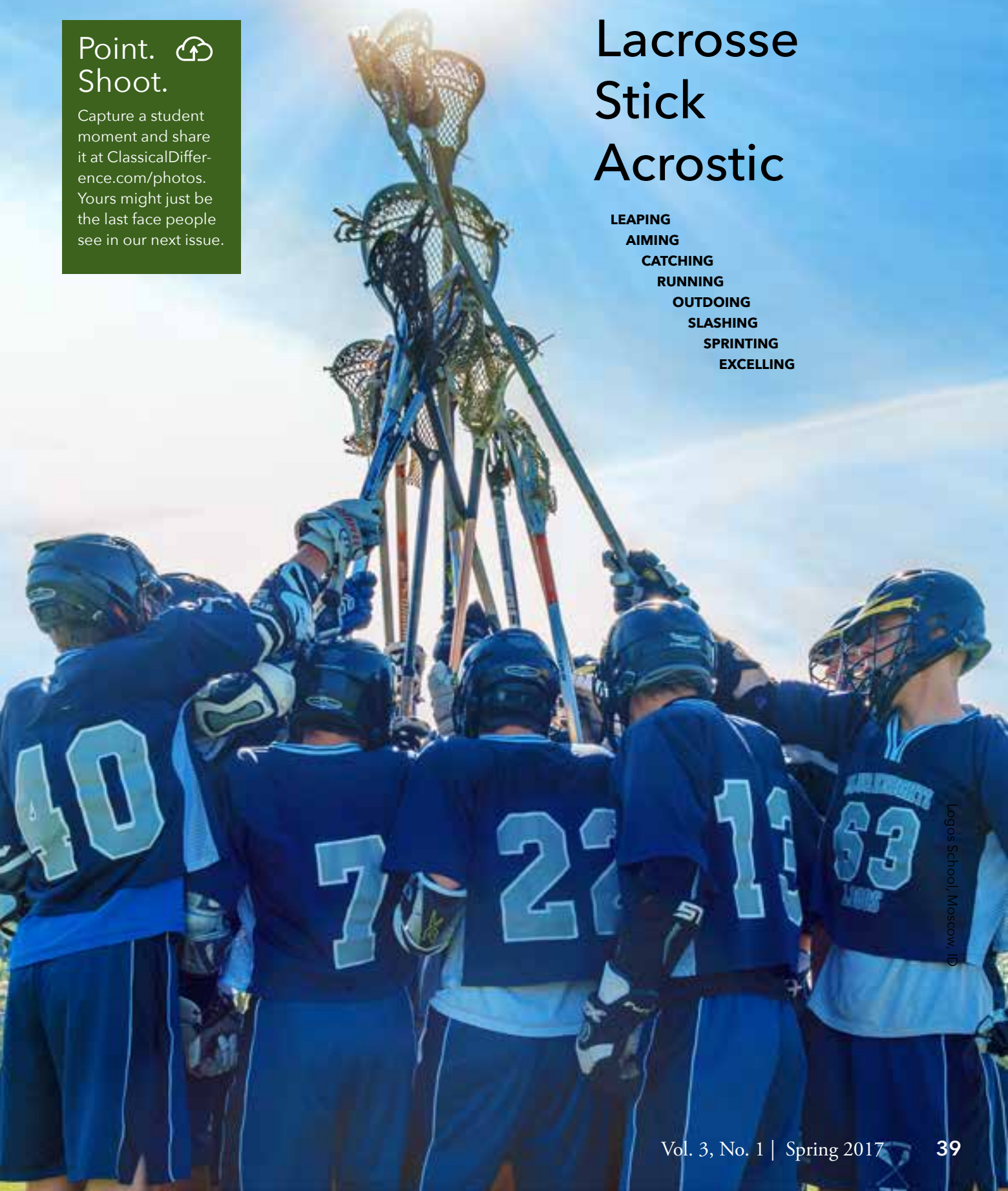
Rockbridge Academy,
Millersville, MD

Point. Shoot.

Capture a student moment and share it at ClassicalDifference.com/photos. Yours might just be the last face people see in our next issue.

Lacrosse Stick Acrostic

LEAPING
AIMING
CATCHING
RUNNING
OUTDOING
SLASHING
SPRINTING
EXCELLING



Logos School, Moscow, ID

DRINK DEEP



FAST FACTS

- Student/teacher ratio: 13 to 1
- 80% of students receive private scholarships from NSA
- Tuition: \$12,100 annually
- B.A. in Liberal Arts & Culture
- Graduates go on to work in law, business, economics, education, ministry, and more

DISTINCTIVES

- Protestant and Reformed in our practice of the Christian faith
- 100% of our students live in the community either in family homes or in apartments with other students
- Students find many opportunities to serve in the community and be mentored in their faith as they pursue their degree
- No federal funding—to keep the pursuit of our vision uncompromised



“A little learning is a dangerous thing; / drink deep, or taste not the Pierian spring;
there shallow draughts intoxicate the brain, / and drinking largely sobers us again.”

—Alexander Pope

NEW SAINT ANDREWS COLLEGE

CHRISTIAN, CLASSICAL, & UNCOMPROMISED

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