MEET TOLKIEN’S EAGLES

ALSO...

- Knighted! p. 6
- From American Idol to The Gray Havens p. 18
- Arrival: Language as the Mother of Invention p. 34
“The liberal arts tradition positions faith squarely in the center of HUMAN IDENTITY.”

— Littlejohn and Evans, Wisdom and Eloquence: A Christian Paradigm for Classical Learning

Patrick Henry College has adopted the educational model of the

CLASSICAL CHRISTIAN LIBERAL ARTS

Learn more at www.pbc.edu/accs-ccla
ON THE COVER:
Knighted! .................................................. 6
Meet Tolkien’s Eagles .......................... 12
From American Idol
to The Gray Havens................................. 18
Arrival: Language as the
Mother of Invention............................... 34

INSIDE:
Where the Good Way Is ....................... 4
Set Apart .................................................. 6
Letters & Notes ................................. 10
I Found It .............................................. 14
The Reality of the Game ...................... 17
Parents Speak ........................................ 23
"Repairing the Ruins” Roundup ............. 24
Down the Hallway ................................. 28
ACCS Member Schools ...................... 30
Around the Country ........................... 32
Times and Seasons: 
Back to School .................................. 36
Parting Shot ......................................... 39

disco. scio. vivo.

University of Saint Katherine
Liberal Arts and Sciences
9:1 class size ratio
NCCAA Division I Athletics
Christian Worldview

1637 Capalina Road • San Marcos, CA 92069
www.usk.edu • 760.471.1316
A friend who attends Oxford University reports that the Christian scholarly publication *First Things* has been moved to a rack at the library designated as “hate speech.” Already in 2017, we’ve seen numerous incidents like the student riot at Middlebury College where a conservative scholar, Charles Murray, from the American Enterprise Institute, was invited to speak. The sponsoring professor was taken to the hospital with an injury, and Murray barely made it away in his battered vehicle. YouTube has censored sensible arguments by conservative Dennis Prager on abortion, Israel, Islam, and America. “Trigger Warnings” on campuses allow students to report any speech that makes them fearful. Twenty years ago, these moves would have been politically outrageous, even among liberals. Today, these reports are wallpaper. And Christians are increasingly the target.

Christians, it seems, are “haters.” As Rod Dreher put it in his new book, *The Benedict Option*, “Christians who hold to the biblical teaching about sex and marriage have the same status in culture, and increasingly in law, as racists.” Just as Stalin labeled twenty million political dissenters as “psychotic,” which landed them in mental institutions and then re-education camps (gulags), the label becomes reality. Mark Lilla, a professor at Columbia University, was called a racist and linked to the KKK after he wrote on identity politics in *The New York Times*. His response to his detractors: that’s a slur, not an argument. But today, slurs are the currency of public discourse. And labels are only the first step. Censorship and economic persecution inevitably ensue.
A refugee-immigrant friend of mine who suffered under the persecution of Christians in the Ukraine tells me how his family was forced to support itself on a very small acreage under the communists. His uncles made a makeshift tractor from truck parts at a junkyard. The Soviets promptly confiscated it. By the 1980s when this event occurred, the communists knew that economic, educational, and speech-related persecution would do what the gulags could not. Today, seventy-year-old florists, small Christian wedding chapels, and mom-and-pop bakeries are the economic canaries in the cultural mine—and it’s happening here in America. The BDS (Boycott, Divest, and Sanction) movement on the left is targeted to shame and economically ruin anyone unwilling to tow the leftist line. As mega-corporations become social engineers, companies like Google charge more if you’re a Christian rather than a secular non-profit. It seems we’re in the stage of labels and soft, but hardening, persecution.

For Christians, we have a more concerning problem. 36% of millennials now have no religious affiliation, up from just 17% of baby boomers. Protestant Christianity has declined from 52% of the population to 30% over the progressive time-period. Our youth are turning their backs on God as they literally turn their backs on the speakers at colleges. Why? Because we are bringing up children who do not have the skills to engage in intellectual discourse, who believe only in themselves, and whose deepest theological thought originates in their own mind. And, their minds are not sharpened or formed by scripture, or historic Christian thought. In fact, historic texts are so “hateful” they are off limits. Even most of the ugly rhetoric of the left has been replaced by no rhetoric at all—just shame for anyone who dares to think Christianly.

Reversing this trend requires more than evangelical outreach, missionaries, a clever Sunday school teacher, or a cool youth leader. Cultural flows are too powerful for well-intentioned, obvious, and easy fixes. We cannot heal this wound lightly (Jer. 6:14). If the Christian school separates the truth and beauty of Christ from our understanding of the world He has made, we will create a ghetto culture where students graduate with a “Bible” category and an “other stuff” category embedded deep in their souls. Once an egg is separated, it’s easy to throw out the yolk.

But there is good and beautiful rhetoric. Amid the rapidly shifting culture, we Christians have an opportunity. John Chrysostom was a fourth-century Christian nicknamed “The Golden Mouth” for his ability to speak beautiful truth into the ugliness of Roman barbarism. He, like his contemporaries St. Augustine and St. Ambrose, was classically and theologically educated. This training in wisdom sustained their voices above the screeching dissent. It is time for classical Christian education to help Christendom reclaim this tradition. We seek truth, goodness, and beauty. And, we cultivate hearts and minds who love these things, and their neighbors. Watch just a few seconds of the ugly chants at Middlebury College on YouTube. Then, take a few minutes to watch a speech or two by students at classical Christian schools (our Chrysostom Award winners). We have a rare opportunity to raise a generation that can effectively speak into the darkness.

DAVID GOODWIN is the President of the Association of Classical Christian Schools. www.ClassicalChristian.org
KNIGHTED!

Twice each year, Queen Elizabeth selects individuals to receive various honors, one of the highest being that of knighthood. On June 11, 2017, Keith Getty was knighted. According to the UK government website, “This is awarded for having a major contribution in any activity, usually at national level. Other people working in the nominee’s area will see their contribution as inspirational and significant, requiring commitment over a long period of time.”

Called “modern day hymn writers,” Keith and Kristyn Getty have a strong sense of connection to the classical Christian movement. They wrote the most popular English hymn, “In Christ Alone,” have recorded multiple albums, and travel around the world performing and proclaiming the gospel. Their concert in 2016 was a highlight of the ACCS’s Repairing the Ruins Conference.

Congratulations!

---

NEW ACCS MEMBER SCHOOLS

- **BIG SPRING CLASSICAL ACADEMY**, Big Spring, TX
- **MIRUS ACADEMY**, Southwest Harbor, ME
- **NEW LIFE CHRISTIAN SCHOOL**, Ephrata, WA
- **FAITH CHRISTIAN SCHOOL**, Port St. Joe, FL
- **BRANDYWINE CLASSICAL ACADEMY**, Chadds Ford, PA
- **ABIDING SAVIOR ACADEMY**, Sioux Falls, SD
- **HERITAGE CHRISTIAN ACADEMY OF NORTH IDAHO**, Spirit Lake, ID
- **ST. STEPHEN’S CHURCH**, Sewickley, PA
- **MESQUITE CHRISTIAN ACADEMY**, Mesquite, NV
- **TRIUNO CLASSICAL CHRISTIAN SCHOOL**, São Luis, Brazil
- **MESSIAH LUTHERAN CLASSICAL ACADEMY**, Keller, TX

---

Read more at ClassicalDifference.com/and-can-it-be-new-hymns/ or simply search “getty.” You can also find links to their website and the UK Honors descriptions at ClassicalDifference.com/2017-fall.

---

Teachers and staff from around the country attend the ACCS annual “Repairing the Ruins” conference each year, and bring their experiences back to your children. See highlights of this year’s conference on page 24.

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.

[Set Apart section continues on page 11 ...]
Century Watch
This year in history: 1917

DIY Parenting

PRAGMATISM, LAW, AND THE UNLIMITED POWER OF PURPOSE

In 1917, the Progressive Era (c. 1880 to 1930) was in full swing. Pragmatism, the belief that effectiveness determines value, was gaining influence as the government’s role in daily life expanded. Education, as arguably the most powerful means of societal control, naturally went all in. Today, classical Christian schools offer a striking deviation from the Progressive Era path taken by American public education.

PRAGMATISM AND THE SCHOOL

In the educational overhaul of the Progressive Era, pragmatists intentionally turned away from the age-old belief in the inherent value of the human soul—the Imago Dei. If the Imago Dei imparts value to the human soul, pragmatism is the ultimate dehumanizer.

Laws like the Smith-Hughes Act of 1917 reflected the progressive mindset. On the surface, the act was simply a way for kids to learn more practical skills. Underneath, its core belief was that people’s value is their

THE NEXT BEST THING

“I wish I could go back to school!” It’s a common lament from parents of classical Christian school students. While we can’t do much to reverse time, we can offer suggestions.

Increasingly, we’re hearing that parents have found a way to bridge this gap, with the added bonus of engaging in their kids’ daily lives.

It’s simple. Get your students’ reading lists, and read the books. Most schools supply the list of books each grade will be reading during the year. Since you don’t need the exact same copy as your student, you can easily find used versions on Amazon, Barnes and Noble, or Alibris. Some might be available in the public domain using sources like Project Gutenberg. If you plan ahead, you might be able to use your student’s copy before it goes to school.

Ask your kids what they discussed in class, and what they think. Having some common ground makes conversation easier. You might even be able to help with studying or projects. Some parents ignite discussion by playing “devil’s advocate” with the ideas in the books—something difficult to do unless you’ve read the material. And if all you can pry from your students is the short answer, at least you’ll have a window into part of their day.

It might not be like going back to school, but according to some parents, it’s the next best thing.

[Continues on page 8 ...]
productivity and their contribution to society. It differentiated between those who deserved a “higher” education and those who only needed to be taught a skill. In either case, the goal was effectiveness, not formation.

During this same year, in 1917, the Lincoln School, a progressive laboratory school (described in the previous issue), was founded. John Dewey, often called the father of modern American education, spearheaded the school’s educational remodel and helped summarize progressive ideals.

There is no god and there is no soul. Hence, there is no need for the props of traditional religion. With dogma and creed excluded, then immutable truth is dead and buried. There is no room for fixed and natural law or permanent moral absolutes.

These and other events indicate a marked shift from the classical education model—and the belief in a higher purpose—that had been in place for hundreds of years in Western civilizations.

EUGENICS AND OTHER SURPRISING LAWS

Surprising laws are passed when higher purposes are traded for lower ones—when the Imago Dei is replaced by data-driven value. If you doubt the power of belief systems to quickly change the course of society, these Progressive Era laws might change your mind.

Eugenics

The Eugenics movement began in earnest around 1880 and was significant during the Progressive Era. Think “selective breeding,” “forced sterilization,” and “The Talented Tenth.”

While many eugenics-based laws and organizations were created during this time, here are some highlights. The first state to introduce a compulsory sterilization bill was Michigan in 1897. The American Breeder’s Association was the first eugenic body in the U.S., established in 1906. Indiana enacted the first compulsory (forced) sterilization legislation in 1907. The Eugenics Record Office (ERO) was founded in Cold Spring Harbor, New York, in 1911. An IQ of 70 or lower meant sterilization was appropriate in North Carolina, where social workers had the power to designate people for sterilization. Most of these laws were eventually overturned.

Educational Control

In 1922, The Oregon Compulsory Education Act was passed. The law required all school age children to attend only public schools. Sending your children to a private school became a criminal act. This law was eventually overturned.

The Sixteenth Amendment

In 1913, the Sixteenth Amendment was passed. Congress, for the first time in American history, was given the power to tax income and the IRS was born. It is significant that federal involvement in education began shortly thereafter with laws like the Smith-Hughes Act.

THE POWER OF PURPOSE

During the Progressive Era, education became about training citizens to be productive and to do their part to keep society functioning smoothly. Too often, the word “education” today seems to mean little more than data, skills, and bubble tests.

The classical side of the educational coin is much more hopeful—because education is the unique endeavor of eternal souls of infinite value created in the image of God for joy. Truth, goodness, and beauty are for everyone.

Visit ClassicalDifference.com/2017-fall for links to references, the full Smith-Hughes Act, and more information about John Dewey.
St Mary’s College: the Home of Christian Theology at the University of St Andrews, Scotland, since 1537

– a theological community at the heart of a leading research university

- Undergraduate degrees in Theology and in Biblical Studies
- Master’s and PhD courses with leading scholars such as N T Wright

www.st-andrews.ac.uk/divinity
Greetings from the King’s College in NYC!

It was an honor to be with you during the ACCS conference in Pittsburgh last week. Thank you for your warm welcome. I felt I was part of a community of leaders who are collectively doing something significant for the Kingdom of God.

It was a pleasure meeting so many of you and I was encouraged by your support of what we are doing in NYC. Please know that the King’s College would love for you to visit if you are ever in New York. We are located in downtown Manhattan between Trinity Church and the New York Stock Exchange. Several of you expressed interest in having me speak at your school, and I would love to be there if my schedule allows. To explore times, please connect at president@tkc.edu.

We welcome your students to consider applying to The King’s College as we seek to make a difference for Christ in strategic institutions. Here at King’s, we believe in classical education and have a core curriculum based on Oxford University’s PPE (Politics, Philosophy, and Economics) model. We believe that students who read and study the classics, through the lens of a Christian worldview, become leaders who can think and lead well.

Again, we feel solidarity with what you are doing, and we commit to extend your philosophy of education at the collegiate level here in NYC.

All joy and courage,

GREGORY ALAN THORNBURY, PH.D., PRESIDENT
The King’s College
56 Broadway, New York, NY 10004
June 28, 2017

Raising Deep Thinkers and Tomorrow’s Leaders in a Tweet-Filled World

We had arrived in DC as the political machine was gearing up. After being somewhat isolated from the 24/7 news stream and happily living without smart phones while overseas for four years, it was a bit of a shock … the tweets, the posts, the quick quips that could or could not mean something of substance.

During that same transition, we took a step back in time as our boys began attending Immanuel Lutheran School (ILS). The quaint red brick building was cozy and welcoming, a stark contrast to what was happening a few miles down the road in DC. The faculty introduced our family to the classical education model, a classroom environment virtually free from the buzz of electronics, and a school rich in teachers ready to nurture our children’s minds, hearts, and bodies.

To be honest, our foray into classical education was a bit of a happy accident. There were several Christian school options nearby, but something about the description of classical education with its focus on wisdom, eloquence, and virtue drove us to explore more. We started with a phone call to the headmaster’s assistant, then followed with a visit. We were excited by the school’s
commitment to using enduring educational principles, and its freedom from following the latest trends in teaching and testing.

Quite the paradox … on one hand, we were bombarded with candidates and media personalities speedily throwing out zingers in 140 characters or less, with content that, arguably, may have benefitted from a slower reaction time. On the other hand, our children were being taught to find beauty in all subjects from math equations to music. I wondered what the classical philosophers might think about our tweet-filled world. Has our world become so driven by instant gratification and “likes” that we risk losing the ability to teach the next generation how to slow down and actually think? Where does the concept of finding beauty in all aspects of life come into our hyper-competitive, fast-paced world?

As we prepare to move yet again, we can clearly see what a school like ILS has done for our children. They were consistently engaged and excited to learn about everything from simple machines to Zulu warriors, with a daily focus on living strong Christian values. They continuously asked engaging questions about the whys and hows of the candidates’ campaign promises. As we depart next week, I am only sorry that we will not get to see our boys move beyond the grammar phase and into logic and rhetoric with their friends at ILS.

We believe that ILS and other classical Christian schools like it are building tomorrow’s leaders.

CHRIS AND JEN MULDER
Parents, Immanuel Lutheran School
Alexandria, VA
June 25, 2017

SUPPLY AND DEMAND

If economics are to be trusted, the demand for classical Christian schools continues to grow faster than the supply of staff. Currently on the job board for the ACCS, there are 212 jobs available at member schools, in every area from teaching to fundraising.

If your kids are interested in working at a classical school, send them to the nearest college offering classical studies as quickly as possible.

ACCS PRESIDENT DAVID GOODWIN SPEAKS AT NAUMS

David Goodwin spoke at The National Association of University Model Schools (NAUMS), delivering a message on the history, vision, and benefits of classical Christian education and participating in Q & A sessions with other educational leaders.

According to the NAUMS website (http://umsi.org/) nearly one half of all University Model schools in the United States identify themselves in some form with the classical educational community.

A University-Model® school is a Christian, college-preparatory school which blends aspects of private and home schooling. Students meet on campus two or three days per week, and complete lessons at home on alternate days under the direction of professional teachers, with parents serving as co-teachers.
We have loved being in Pittsburgh, but we would have come even if the Conference was in Newark, New Jersey. Where were we? We have been meeting with the Association of Classical Christian Schools and if you lack hope, know hope. All my life I have wanted to bring the best possible education to everyone.

I have always hated the fact that the rest of us never got the education that elites could take for granted. My job has been academic innovation, but too often students have been left with debt or unable to afford a high-quality classical education.

All over America, however imperfectly, hundreds of teachers, patrons, and scholars have been creating different schools. These classical schools produce students who read well, write well, and are good thinkers. They are imperfect, but they do not have an entitlement mentality and are often overly concerned about what they know they do not know!

If you feel like Frodo taking the ring toward Mount Doom with only your faithful Sam, take joy. There are hundreds who work on Latin, Greek, modern languages, science, and philosophy who have not yet bowed to administrative creep. These are teachers. If there are still weaknesses in the social sciences or methodology, these folks will listen. They are children of the dialectic.

What does this mean for you?

Look for these graduates of classical high schools. Promote their careers. Consider a scholarship at your church to send them to excellent college programs that will continue to reinforce their education.

There are two billion global Christians and the number is growing. Secularism is globally shrinking. Here in the United States, it is at war within itself as the “new” atheists (mostly white men my age) battle with the millennial post-modern secularists. Because they unite when they see us, we sometimes miss the massive breakdown in a community that is already small.

Meanwhile, Islam has yet to make peace with modernity and science, though it

All my life I have wanted to bring the best possible education to everyone.
continues to grow. Emerging nations such as India, Nigeria, and the wealthy city-state of Singapore are accepting “Western” values while rejecting much of the sexual devolution of the twenty-first century.

These are fascinating times. In the words of my colleague, The King’s College President Greg Thornbury, this is not the time to be “sad sacks.” This is not the time to hide in an Idaho compound eating our stored food. First, compounds end badly. Second, Idaho does not want us because we would take the culture with us there.

We should stop and realize that every year in alternative classical schools with no hint of fundamentalism, we are graduating hundreds of students with the very skills that leaders need just now.

We are part of the culture that we decry. It is easy to see what is wrong, but more difficult to seize opportunity in a time of change. Instead, we should stop and realize that every year in alternative classical schools with no hint of fundamentalism, we are graduating hundreds of students with the very skills that leaders need just now.

When asked why I am jolly, it is for this reason: when it comes time to discuss Plato dialectically, a task that would not seem to require Christian faith, I find the room full of Christians. If Shakespeare is being performed in your city, the audience will be full of Christians. If you meet someone from Nigeria, India, or even secular Singapore, they will have values closer to U.S. Christians on the hot-button issues of our day and will often be Christians.

This is good. We may be in difficult times, but difficult times are an opportunity. In The Hobbit and Lord of the Rings, the eagles appear and, combined with a miracle or two, bring victory. I have met the eagles, the classical educators in Pittsburgh this week, and I know a God who does miracles.

Be of good cheer.

DR. JOHN MARK N. REYNOLDS is the president of The Saint Constantine School in Houston, TX, Senior Fellow of Humanities at The King’s College, New York City, and a Fellow of the Center for Science and Culture at The Discovery Institute. He is the former provost of Houston Baptist University and was the founder and director of the Torrey Honors Institute at Biola University. He is currently chief academic officer at Houston Baptist University. His books include Three Views on the Creation and Evolution Debate with J.P. Moreland, Against All Gods: What’s Right and Wrong about the New Atheism with Phillip E. Johnson, and most recently, When Athens Met Jerusalem: An Introduction to Classical and Christian Thought.

The Classical Difference

I am often asked, “So what made you decide to study Latin and Greek?” I smile, knowing the answer is not what one might expect.

The answer to that oft-asked question is that my mother made me do it. The greater truth is that God made it happen. One day my sixth grade teacher passed out choice sheets for selecting our upcoming junior high courses. My friends and I were excited—it was a new privilege to choose classes. I was most excited about the opportunity to study a foreign language, specifically French. At that time, I was almost certain I would become a ballerina. French would be useful for all the terminology of dance steps and routines, besides being a beautiful language. I chose German as my second alternate because my grandfather was German and had been able to speak the language. For my third alternate, the last two options were Spanish and Latin. My mother insisted that I study at least a few years of Latin. Both of my parents had studied it in high school and as a teacher herself she saw numerous benefits. I wasn’t convinced. Latin equaled dull and dreary. However, I decided to humor my mother just enough to list Latin as #3. Since it was my third choice it wouldn’t happen anyway.

The school lost my form, or perhaps more rightly, Divine Providence sent it elsewhere. Two weeks before school began I was asked to fill out the form again. On the first day of school I found myself sitting in Latin class. The teacher, a sweet lady who always wore a smile, asked the class on the very first day who was taking Latin because their mother made them. I, miserable and unhappy, raised my hand. She encouraged us to give Latin a chance. We just might like it.

Over the next two years my fascination with this ancient language and the people who spoke it grew. Lacking a classical education, I had never studied anything about Rome. Here was an ancient civilization with incredible art and architecture, and amazing engineering! It occurred to me that by learning this language I in as #3. Since it was my third choice it wouldn't happen anyway.

The school lost my form, or perhaps more rightly, Divine Providence sent it elsewhere. Two weeks before school began I was asked to fill out the form again. On the first day of school I found myself sitting in Latin class. The teacher, a sweet lady who always wore a smile, asked the class on the very first day who was taking Latin because their mother made them. I, miserable and unhappy, raised my hand. She encouraged us to give Latin a chance. We just might like it.

Over the next two years my fascination with this ancient language and the people who spoke it grew. Lacking a classical education, I had never studied anything about Rome. Here was an ancient civilization with incredible art and architecture, and amazing engineering! It occurred to me that by learning this language I

Archimedes’ famous exclamation applies to my own discovery as well.

ευρηκα

Archimedes’ famous exclamation applies to my own discovery as well.

ευρηκα

(eureka) = I Found It!

Visit Karen’s blog at LatinAliveOnline.com. A wonderfully fun way to spend several hours, you will discover how everything from Marvel movie heroes, to Texas history, to recent archeological discoveries, somehow all come back to Latin.
might one day read firsthand historical accounts. My natural love of history was captivated. Besides, I didn’t really need to speak French fluently to understand ballet terms. There would be time for that later. In the meantime, Latin wasn’t so bad. To my astonishment, my teacher was right.

I continued Latin studies in high school. It was there I met Susan Fugate, my mentor and the reason I became a Latin teacher. She demanded excellence and encouraged us to press on through the tough final lessons in grammar—subjunctive clauses (which made us all want to quit Latin class)—so we could enjoy reading the literature on the other side.

The most remarkable aspect of Mrs. Fugate’s class, and the reason I became a classicist, was the manner in which she brought the literature to life. I distinctly remember a class in which we read a poem by Catullus about his little bean-pod boat. She brought in a large bowl of water and some snap peas so we could make little boats and float them in the water to better understand the poet’s references. On other occasions poems became the basis of philosophical discussion as we mined the depths of the poet’s soul as revealed through the choice and arrangement of his words. Words became powerful, beautiful things.

As I began to study Latin literature under her guidance I found that it was more than merely a study in language, it was a course in world knowledge. I studied history, poetry, philosophy, art, theatre—all in the original language. The poetry in particular was amazing—incredibly beautiful. My mind soared. I had often thought of becoming a teacher one day, but could never decide on a subject. I now realized that through Latin I could study and teach them all. This was my Archimedes moment. What I had found was pure gold.

I went on to study both Latin and Greek at the University of Texas at Austin. Soon I was teaching Latin to wonderful third grade students at Regents School of Austin. Here children were engaging in classical history and classical language with delight. This was my introduction to classical Christian education—and I loved it!

When our eldest came of school age I knew I wanted a classical Christian education for him. But Regents was more than an hour away, and I had no idea where to begin with school searching or homeschool planning. Driving down the road I prayed out loud, “I need a Regents in Georgetown.”

The next day, as I watched my son at soccer practice, I asked the coach’s wife, Jennifer, where her kids went to school. When she responded that she had found a wonderful new classical school in the area, my jaw dropped. When I mentioned that I was looking for a classical school and had taught Latin at Regents, her jaw dropped. “On Monday we had a school meeting,”

In case you’re wondering what’s on the front of their t-shirts:

- cave canem = beware of the dog (common inscription on mosaics in Rome)
- dum spiro spero = while I breathe, I hope (Cicero)
- vis tectum sit = may the force be with you (Kenobi)
- γνωθί σαυτόν = know thyself (oracle of Delphi)
- ἐν άρχη ἦν ο λόγος = in the beginning was the word (John 1:1)
- τεκνόν, ἡ ταύταν ἡ ἐπὶ ταύτας = son, come back with your shield or on it (Spartan saying)
- σκηνή πας ο βίος = all of life is a stage (Greek proverb quoted by Shakespeare)

Sadly, we do not offer these for sale, but feel free to contact Karen on her blog if you have questions. You can also see the full list of quotes and translations while you’re there.
she explained. “We prayed for a Latin teacher because ours is leaving.” We both had goosebumps.

The best gift Latin has given me, and the one I never could have foreseen, was the path that led to a Christ-centered and classical education for my children. The opportunity to learn alongside them for the past sixteen years at Grace Academy has been priceless, for when you enroll a child at one of these schools you enroll a whole family. It has been a joy to read the Great Books with them—to watch them grow in their understanding of the world around them, their appreciation for true beauty, and their desire to know God’s truth more deeply. ☝

KAREN MOORE is upper school lead teacher at Grace Academy in Georgetown, TX. She has been teaching Latin, along with Greek and ancient humanities, for sixteen years. She will join Tim Griffith of New St. Andrews College for a Latin practicum as part of the 2018 ACCS Repairing the Ruins pre-conference on June 20 in Dallas, TX.

My favorite (teacher) things

I relish the opportunity to demonstrate connections between Latin and our modern world. Some of my favorite lessons include nature and art. With younger students, I have taught the Latin/botanical names of native plants and used them on Latin nature walks.

As the students advance in their studies the nature lessons become Latin compositions regarding natural geography written in a manner similar to Caesar’s Gallic Wars or the Latin Letter of Christopher Columbus. I bring in the great masterpieces of the Renaissance inspired by Virgil’s Aeneid and Ovid’s Metamorphoses to discuss how the artist interpreted the poem. Often the class then creates their own artwork based on a selected scene of Latin poetry. As the students begin to look at Latin through these various disciplines they cease to see Latin as a dead end. The language becomes a living vessel ready to take them further along whatever streams of study and thought they wish to pursue.

There’s no such thing as an accurate translation

Often people ask about the benefit of reading Virgil or Cicero in Latin when all their works have been published in English. Here is a thought to help gain some perspective. Can you imagine reading Shakespeare’s plays in German? Germans would be able to understand what the great bard was saying, but the beauty of the work as well as some nuanced meanings would be almost entirely lost in a German translation. People of other nationalities learn English to better appreciate Shakespeare and benefit from his literary style. In much the same way, we can better appreciate the masterful work of Virgil’s poetry and Cicero’s prose by reading these masters in their own language in the very manner they chose to compose their great works.

For more on this topic, see “Arrival” on page 34.
The Reality of the Game

Win from the bleachers

John Wooden was adamant that you should never be able to tell if his team won or lost based on the emotions of his players. Win by 20 or lose by 20, how the players conducted themselves should be the same. As spectators, we can learn a lot from this principle.

When we conduct ourselves with self-control and grace in a tough loss, our light shines bright. When we win with arrogance, we’ve given people what they expect to see. When we win with humility, we’ve given people a reason to ask, “What’s different?”

The root of all of this is a matter of our prideful hearts—for fans, coaches, and players alike. We believe we’ve been wronged and demand justice when an official makes a bad call. When a play is called that doesn’t work, we rip the coach from the stands for not being as smart as we are. Either way, we place ourselves in a position that God has not called us to—we’re not the coach, or the official.

I’ve learned a lot over the years watching myself as a coach, dad, and fan. I wish I could say that I’ve done it all right. I still let my emotions get the best of me. But, I’ve improved over the years in this area due to two main factors—intentionality and accountability.

By intentionality I mean a concerted effort to recognize we struggle in being Christian fans. Pray through this before each game and ask the Lord to give us His eyes and heart on this topic, and then intend to be a great witness at the next game. On game day, pray and ask our spouses and/or our friends to hold us accountable. Peer accountability takes humility. But, if an onsite game administrator has to call us out, we’re probably going to be humbled anyway. And at that point, regardless of the score, we’ve lost the reality of the “game.”

As a community of Christ followers, our classical Christian school communities should encourage the true, good, and beautiful in sport. An accountable community where we can tap the dad (or mom) next to us in the stands and say “calm down” is a strong and vibrant community. We should be able to remind ourselves to keep the big thing the big thing and not be offended.

“Whoever guards his mouth preserves his life; he who opens wide his lips comes to ruin” (Proverbs 13:3). We can’t get back words that have left our mouths. Think of the power of our testimony, the saltiness and light of our being, if folks were to hear only positive comments and encouragement in athletic contests. Or at minimum, an air of self-control when things don’t go our way. That is a monumental goal, but one worthy of our calling as believers.

BECK BRYDON is the director of athletics for Regents School of Austin in Austin, Texas, a position he has held for 11 years. Coach Brydon has also been the school’s varsity head football coach for 16 years and led the varsity golf team for three years.

Veritas Christian School, Lawrence, KS
Radford and his wife, Licia, emerged together from varying musical pasts to settle on one clear mission—use the power of music combined with story to spread the gospel. It was a niche few were filling. With musical inspiration from storytellers like Paul Simon and Cat Stevens, perhaps The Gray Havens will become the Simon and Garfunkel of the Truth, spreading the gospel without saying so, and reaching the heart because, at the end of the day, we’re all part of the same story.

We met them at the 2017 ACCS Repairing the Ruins Conference. Their music resonated with many of us there, in part because it’s so good, and in part because the power of story is a principle central to classical Christian education—a fact long acknowledged by educators and parents throughout the ages. We asked Dave to tell us their story.
Re-imagining

The Gray Havens released their debut EP in 2013 and their first album, Fire and Stone, in 2015. Their newest creation, Ghost of a King, debuted at #3 on the iTunes singer-songwriter charts. And their upcoming album promises to deliver more of what their fans are coming to love.

Do you intentionally make all your songs narratives, or does that flow naturally from the way you view things?

We say that we want to awaken wonder and joy for the Lord and his glory through song. And there’s something inexplicable about story that connects the head to the heart.

Joe Rigney said, “We are en-storied beings.” You can tell this culture and this world is story obsessed. Just look at the box offices. Music on its own, even without the story bit, transcends time and culture; when you have both together, I think it makes for a powerful combination.

You said at your concert that the inspiration for Silver was the conversation between Tolkien and Lewis where they talked about myth becoming real. Could you tell us a little more?

Lewis called myths “lies breathed through silver,” really beautiful but deceptive. At that time in his life, Lewis believed Christianity was that kind of myth. [This conversation between J.R.R. Tolkien, C.S. Lewis, and Hugo Dyson took place on September 19, 1931, at Magdalen College, Oxford.]

This song is about people who grow up in a silver land surrounded by deceit and confusion over what’s true, including the songs that are played there. One day they hear a different song across the silver waves, and they set sail to go find it. When they are confronted with the true song (or confronted with Christ) it melts all the silver away and they are able to see things as they really are.

Can you tell us about other songs that have a unique point of inspiration?

I did a couple songs on the last record about the new birth—Ghost of a King and This My Soul—grappling with John 3 about the concept “you must be born again.” That’s why you don’t understand these things, he says to Nicodemus—you aren’t born again. I did a lot of digging into what that means and the Holy Spirit’s role in that. There is a lot there.

This My Soul in particular deals with two sides of the new birth: one side being the tragedy that it needs to exist at all and going through the fall, but the other more positive side being that what you’re born into is a living hope. There is a redemption ready, a rescue available.

When you were writing This My Soul and Ghost of a King, were you studying John 3 at the time?

Yes, but I don’t often premeditate what I’m going to write a song about. I’ll start a song melody, I’ll sing some kind of gibberish over it, and that usually develops into syntax (which is word flow). Out of that, the picture will emerge. Usually the theme of the song will be taken from a few words that just happen to flow nicely together.

So you create from the inside out?

I do. Lewis, Tolkien, and other authors talk about the feeling of taking dictation—of being a vessel that receives words. They don’t know where it comes from, you just have to be faithful in being there so that when it does come, whatever the IT is, you are there to document it.

Would it be safe to say you start off with the music?

God is writing a true metanarrative, a master story, a grand drama that puts the director’s cut of The Lord of the Rings to shame. And this A story—the history of redemption—contains B stories about nations and kingdoms … C stories about tribes and villages, clans and families; D stories about … giants and princesses and our students and back-bench soccer players. … Somewhere in there are stories about stars and their wars, about atoms and their bonding, about black holes and black sheep and, if Tolkien is to be believed, a hobbit or two.

—JOE RIGNEY, Desiring God contributor and professor at Bethlehem College & Seminary, author of The Things Of Earth: Treasuring God By Enjoying His Gifts
I find I need the music, and what is nice about music is it’s restrictive. You only have so many syllables and the syllables have to follow the melody. You have this huge idea and you have to fit it into five syllables. It’s like a huge puzzle with many moving pieces and you’re trying to work it all together.

Defining the Sound

The Gray Havens doesn’t have just one “sound.” Their songs are unusually diverse.

Do you use different kinds of instruments to achieve your sound?

It’s like painting on a canvas—trying to capture the song in a moment of time. We use whatever instruments work to paint this picture. Then once you take it from the studio to the stage you can reinterpret it with whatever is at your disposal.

What was the blue thing Licia was playing [at the ACCS conference]?

Melodica. That’s available to us on stage because it’s so small. We did an orchestra tour with the last record. We went to different colleges and had 6 to 10 string players, and a full band, so there were ten to fifteen people on stage every night. We made it a bigger deal for that record.

Growing Up

Dave believes his childhood set him on a musical path.

Have you always been a musician? Did you play instruments and write songs when you were young?

I grew up listening to Paul Simon and James Taylor and Cat Stevens and Simon and Garfunkel—storytellers. My mom is a vocal and guitar teacher so music was a big part of life.

When did you start playing instruments?

Second grade—playing piano. Middle school—jazz band, symphonic band, playing trumpet in marching band. High school—choir and musicals. It was an “all in” kind of thing for me.

When did you decide to be a music major?

My choir director encouraged me. I was really in love with choir and choral music and so I thought I’d focus there. I was aware that it is a lot easier to try something when you’re a single guy who can sleep on couches anywhere, as opposed to trying it later when you have a family.

American Idol

At age 17, the summer before his senior year, Dave travelled from Crystal Lake, Illinois, to Chicago to audition for American Idol. He made it into the top 10 men.

How did you end up on American Idol?

I wasn’t really interested in auditioning, but a talented friend of mine was persistent in convincing me because she didn’t want to go alone. Because I was a
minor, I had to bring my mom, so we all three went and stood in line for 12 hours and did that whole thing. It kind of disenchanted me, being in LA and seeing the cutthroat sides of things.

**Q** Why did you become disenchanted?

**A** I had some of the spotlight for a little bit and I remember not liking it. I think around 70 million people watched the first show I was on, so when I got back to Chicago I had to do the whole “hats and sunglasses” thing. People were even starting to come and hang out at the airports. There was a huge shock of, “Oh man, I don’t want to live like that.”

It was a crazy process and I am thankful for it, but I’m so glad I got voted out before I had to sign a deal because I think I would have been pigeon-holed into singing Frank Sinatra stuff, which is what I was singing on the show.

**Becoming a Duo**

Dave and Licia (née Keyes) married in 2012. It wasn’t until quite late in their relationship that Dave discovered Licia’s ability to sing.

**Q** How did you start singing together?

**A** Once I heard her sing for real, as she was learning the guitar, I was floored. I just hadn’t realised. So the wheels started turning a little bit. After we decided to get married it was a natural question. It wasn’t forced, it just made sense.

**Q** Do people ever comment that your voices seem to go very well together?

**A** Yes, a lot of people say that.

**Q** Did you have to work hard to make that happen?

**A** No, it just happened—a happy blessing. We do spend a good amount of time working on parts and to be honest in the early days—the first couple of years—one of the most stressful parts of our marriage was rehearsals. My major was music education so trying to help her learn while working through some insecurities—her questioning “am I called to this or not”—was a hard hill to get over.

---

**Find out how Dave and Licia met at ClassicalDifference.com/GrayHavens.**

You should date that guy on American Idol. He seems nice …

—LICIA’S MOM

Around 70 million people watched the first show I was on.

—DAVE RADFORD
Passing It On

Simon, Dave and Licia’s two-year-old son, is beginning his musical career like so many before him—with plastic bins and drumsticks.

Q What will you do to train your own kids in music, if anything?

A Kids feel rhythm better when you tap their backs or part of their body like their knee. So I found myself early on, when Simon was just a baby, listening to music and marking the beat on his back to give him a sense of rhythm. So he has really good rhythm now. (I have no idea if that contributed.)

The most important thing with young kids is having music in the home and sharing your love for it.

Q If there is one of your songs you would like your kids to remember you by, what would it be?

A Probably Band of Gold and Train Station. Train Station is the gospel. Band of Gold is about mom and dad staying together always.

Finding Purpose

Some music is for worship, some for entertainment. This music seeks, like Lewis’ fiction, to tell the Christian story not just for believers, but for those who have never heard, or who have heard it so many times they’ve stopped listening (Jerram Barrs).

Q Your songs, while Christian, are not like worship songs where you hear the words “God” or “Jesus” or “Trinity.” Do you ever hear complaints about this?

A Worship music is kind of a different genre. That’s not our music. Andrew Stanton, writer [and director] of Finding Nemo, has a great Ted Talk about the magic of giving your audience two plus two—don’t give them four.

Your audience wants to put things together. They want to figure it. They want to do the work. They don’t want to be spoon-fed the meaning—they want to think about it. I think two plus two is often more powerful than four.

Wrapping Up

Q Do you write all your music and lyrics?

A Yes. And a lot of times Licia will help me along the way as my editor. She’s my sounding board, saying either “I love it” or “You can do better” or “I don’t like it.”

Q What is your most popular song so far?

A Ghost of a King.

Q Do you and Licia have a favorite song you’ve written?

A I think Far Kingdom and Train Station are probably both our favorites.
Parents Speak

Classical Composer Bingo

THE WINNERS OF THE DRAWING ARE...

- **Luke and Daniel Feezell**
  Twin 3rd graders at Covenant Classical School, Fort Worth, TX (they are splitting their prize)
  “Composer Bingo was an interesting thing to do on our road trip to Tennessee and Kentucky this summer.”

- **Maggie Schoolcraft**
  6th grader at Providence Classical Christian School, Oxford, GA
  “I liked playing classical music BINGO because I didn’t know who the composers were to some of my favorite pieces!”

They each receive a $35 Amazon gift card. A completed Classical Composer Bingo Card with a parent’s signature was submitted for each entry.

CONGRATULATIONS TO OUR WINNERS!

I WISH I HAD MORE TIME TO READ …

- **ROD DREHER**
  “I am a college-educated American. In all my years of formal schooling, I never read Plato or Aristotle, Homer or Virgil. I knew nothing of Greek and Roman history and barely grasped the meaning of the Middle Ages. ... Nobody did this on purpose. Nobody tried to deprive me of my civilizational patrimony. But nobody felt any obligation to present it to me and my generation in an orderly, coherent fashion. Ideas have consequences—and so does their lack.
  —The Benedict Option: A Strategy for Christians in a Post-Christian Nation

- **G. K. CHESTERTON**
  “About half the history now taught in schools and colleges is made windy and barren by the narrow notion of leaving out the theological theories... Historians seem to have completely forgotten two facts—first, that men act from ideas; and second, that it might, therefore, be as well to discover which ideas.
  —Illustrated London News, May 13, 1911

- **MARK TWAIN**
  “Education: that which reveals to the wise, and conceals from the stupid, the vast limits of their knowledge.

- **JACQUES BARZUN**
  “Education in the United States is a passion and a paradox. Millions want it, and commend it, and are busy about it. At the same time they degrade it by trying to get it free of charge and free of work.
  —Author of From Dawn to Decadence

Holiday Mugs

(NOT THE KIND THAT HOLD COFFEE)

We are looking forward to the holiday edition (yes, it will be here before we know it)!
SEND US YOUR FAVORITE HOLIDAY PHOTOS of school-related events. We would love to share some of them in the upcoming holiday issue.

Visit ClassicalDifference.com/photos.
ENCOURAGED and CHALLENGED

REPAIRING THE RUINS 2017

Over 1000 teachers, administrators, parents, and friends and over 50 speakers from around the country gathered in Pittsburgh to be inspired, and to bring that inspiration home to your students.

Plan to join us next year ...

JUNE 20–23, 2018, IN DALLAS, TEXAS. Who knows what you’ll learn, who you’ll meet, and how you’ll change?
SPEAKER HIGHLIGHTS

Called “America’s first hipster college president” by The American Spectator, DR. GREGORY THORNBURY is working to align The King’s College with classical Christian education—while delivering engaging messages such as “Cain, Abel, and Kanye: The Gospel & Pop Culture.”

MATT WHITLING—father, principal, teacher, discipler—brings decades of experience to teach about everything from “Eternity in a Span” to “School Culture” to “Covenant Discipline.” His talks are perennial audience favorites.

Scholarship, humor, and imagination meet in DR. LOUIS MARKOS, professor and storyteller at Houston Baptist University. Haven’t read Dante yet (or just want more)? Start with “Yearning for What We Fear: Ground Rules of Dante’s Inferno.”

THE CHALLENGES OF A SMALL SCHOOL: “This meeting allowed us to identify our most challenging issues and share the best kind of ideas. I came away knowing we are not alone, and together we can solve most of our problems. ‘All things are possible through Christ Jesus.’” This group plans to continue meeting periodically throughout the school year.

Larry Robinson, Headmaster, Haw River Christian, Academy, Pittsboro, NC

UNIVERSITY SCHEDULED/HYBRID/COLLABORATIVE SCHOOLS: “We appreciated connecting with administrators who share the same challenges. … One of the questions that all of us kept coming back to was, ‘How can we offer our students an excellent, Christ-centered education and keep it affordable for our families?’ I was personally encouraged to hear that same mentality consistently from almost every head of school and board member I spoke with.”

Katie Martin, Chairman, Board of Directors, Grace Classical School, Jacksonville, NC

MERGING CLASSICAL CHRISTIAN EDUCATION WITH FARMING: “The most valuable aspect of our meeting was gaining ideas for how to manifest the ‘lost tools of learning’ via other lost tools—e.g., the crafts and agriculture. I met a teacher who had some neat ideas which I plan to implement.”

Hannah Bryan, Conference Attendee

TEA FOR WIVES OF HEADMASTERS: Sometimes the better half needs to collaborate, too. Wives of headmasters shared encouragement, experiences, and emails over a hot cup of afternoon tea.

LATE NIGHT CONVERSATION

If you don’t like staying up past midnight for deep discussions, loud laughter, and pretzels, this part might not be for you. But sometimes the most meaningful conversations happen after the schedule ends.

RHETORIC & MUSIC PRACTICUMS

Each year, selected subjects get extra attention with “practicums” offered the day before the official conference begins. This
year's subject practicums focused on music and rhetoric.

RHETORIC: From the Areopagus to the Twitter Feed—how to build a program that produces confident, thoughtful, eloquent students.

MUSIC: Over 25 music teachers came together to be encouraged and educated in the very important task of training our students to read, write, and sing music.

THE GRAY HAVENS

Stories through music, Scripture through illustration, truth through metaphor. The Gray Havens delivered a meaningful message and shared their immense talent with us to celebrate the ACCS 20th Anniversary. Find out more about them on page 18.

THE METAPHOR CONTEST

The ability to communicate through symbolism and metaphor is a skill of the greatest communicators. Our teachers strutted their metaphorical stuff at this year's Rhetoric Practicum.

HONORABLE MENTIONS: Though his idea was passionate, it seemed incomplete—like a single quotation mark in search of its mate. —NATALIE BREEDEN

He was a gray Camry of men: safe, predictable, hard to distinguish in a large parking lot. She was a MINI Cooper. —MICHÉLLE LASCH

She sang like a lark—that had served a life sentence in an industrial smokestack. —CHRISTY OLIVER

RUNNER UP: Polar covalent bonds are the communists of chemistry, sharing electrons unequally. —ANDREA MCCABE

GRAND PRIZE: His excuse for being late was as lame as his toupee—patchy, inadequate, and not foolin' anybody. —AMY MARTIN

GERONIMO, AMEN!

WE HAVE OUR FIRST MOVIE! Soon to be a full-length informational and inspirational video about classical Christian education, the initial cut was unveiled at the conference.

BASECAMP LIVE

Everyone Is an Influencer

Basecamp Live is all about preparing parents to prepare their children. Ancient Future Education isn’t something new. The approach has been around for centuries and today is often called classical Christian education. The greatest minds and servant leaders have been educated using this model. It is more than a curriculum … it is a way of life and the model to educate the next generation for the twenty-first century marketplace.

LATIN? WHAT NO ONE TOLD YOU ...

With Tim Griffith, Fellow of Classical Languages at New Saint Andrews College

Calculus, computer programming, robotics, and STEM classes are all assumed to be the “right choice” for the jobs of tomorrow. But Latin? That isn’t even a science! And wouldn’t Spanish or Mandarin Chinese be better for a language? Tim Griffith will surprise you with some reasons why Latin is essential for any student today to be real world ready.

RAISING REAL WOMEN—WONDER WOMAN OR LITTLE HOUSE ON THE PRAIRIE?

With Rebekah Merkle

It isn’t easy to raise a girl today with so many competing voices in our culture, not to mention in our Christian circles. If you are involved in raising a girl today, you don’t want to miss this interview with Bekah Merkle.

LIVING AND LEARNING IN THE BELLY OF THE BEAST

With Dr. Greg Thornbury, President of The King’s College

Young children should be protected by parents and caregivers, but at some point baby bird has to leave the nest and learn to stand in the “real world.” When to hold and protect and when to release to the world is never easy.

MY UGLY IS YOUR PRETTY: BEAUTY MATTERS

With Steve Turley of Turley Talks

The word “beauty” has received a bad rap these days. Modern folks generally toss it aside as an irrelevant and impractical thing, relegated to something soft and impractical, best for little girls having tea parties.
CHRYSOSTOM

The National ACCS Oratory Contest

Each year, students from ACCS member schools compete in a national oratory contest. But these probably aren’t like the speeches most of us remember from high school.

All juniors and seniors at Rockbridge are required to write a thesis and then convert it into a 15-minute speech. This assignment is what I submitted to the contest. I wanted to show how necessary poetic knowledge is to the Christian faith.

Giving my speech at the conference was like nothing I’d ever experienced before. It was intimidating, but it was also a huge blessing! It was a very humbling and joyful experience for me, and I am incredibly grateful.

—Abby Wallen

FIRST PRIZE
KANA TURLEY
Tall Oaks Classical School, Bear, DE

This speech was fascinating, beautifully delivered, and spiritually compelling.

—Chrysostom Judge

SECOND PRIZE
ABBY WALLEN
Rockbridge Academy, Millersville, MD

She speaks confidently and persuasively, and yet does so with grace, calm, and personality. This is fantastic.

—Chrysostom Judge

“Those who tell the stories rule society.”
—Plato

Special thanks ...

TO GROVE CITY COLLEGE
for providing the many volunteers it takes to manage a conference. And, we thank Paul McNulty, president of the college, for his support. Other colleges sponsoring the conference include:

• Patrick Henry College
• New Saint Andrews College
• Geneva College
• Bob Jones University
• Concordia University Chicago

Visit ClassicalDifference.com/chrysostom to hear the speeches, delivered at the annual ACCS Repairing the Ruins Conference in Pittsburgh.

We often hear the phrase “be of good cheer.” Seeing what our future leaders are capable of will help us to do just that.

CHRYSOSTOM MEANS “GOLDEN MOUTHED” IN GREEK. John Chrysostom (St. John in the Eastern Orthodox, Catholic, and Anglican churches) began his life in 349 in Antioch and died on his way to exile in 407. He was most notably Archbishop of Constantinople. So effective was his speech that he could contain city-wide riots and influence the highest levels of royalty. But it also got him exiled by those his rhetoric offended. In his initial exile, his letters continued to stir the hearts of those who heard them, so he was banished to the farthest extremities of the empire in an attempt to make hearing him impossible. Chrysostom spoke the truth with uncompromising beauty, and the power of his words continues to affect the world today.

THE COMPETITION IS OPEN TO STUDENTS IN ACCS MEMBER SCHOOLS. The winner and runner-up receive $500 and $250, respectively. They, along with a parent or guardian, also receive a free trip to the annual ACCS Repairing the Ruins Conference where they deliver their winning entries.

If you know a student who might like to enter next year’s competition, contact your school.
My painting “Praise” is in celebration of present day mission work and is inspired by both Christian and portrait paintings created in the fifteenth century by early Flemish painter Jan van Eyck. My painting portrays a young man by the name of Bheki Motsa praising God on the mission field in Swaziland. I believe Christian artists can use their gifts in many ways to glorify God. Capturing worship through painting is a great place to start.
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.

Runner-Up Drawing
Colored Pencil
“LOYALTY”
Ethan Miller
Cary Christian School, Cary, NC

The classical artist that influenced my artwork is Peter Paul Rubens. His realistic, expressive interpretations of lions in “Daniel in the Lion’s Den” inspired the realistic illustration of my loyal dog. I strove to capture the immense detail of each strand of fur as well as the expression of loyalty I see in my dog’s face every day.

Runner-Up Painting
Acrylic on Canvas
“UNWRAPPED”
Jeremy Crawford
Rockbridge Academy, Millersville, MD

In painting class, we were instructed to paint a still life through the lens of contemporary realism. I was immediately drawn to the color and joy presented by these Tootsie Pops. I have been greatly influenced by the contemporary still lifes of Michael Naples, as well as by the work of eighteenth-century French painter Jean-Baptiste-Siméon Chardin. In the same way, I strive to make my artwork more than just paint on a canvas, but a story worth telling, so that, even by means of a favorite childhood candy, my observer might feel moved, intrigued, and delighted.
<table>
<thead>
<tr>
<th>ACCS Member Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abiding Savior Academy</td>
</tr>
<tr>
<td>Acacia Academy</td>
</tr>
<tr>
<td>Ad Fontes Academy</td>
</tr>
<tr>
<td>Agape Christ Academy</td>
</tr>
<tr>
<td>Agathos Classical School</td>
</tr>
<tr>
<td>Aletheia Christian School of Peoria</td>
</tr>
<tr>
<td>Alpha Omega Academy</td>
</tr>
<tr>
<td>Ambassador Christian Academy</td>
</tr>
<tr>
<td>American Christian School</td>
</tr>
<tr>
<td>Annapolis Christian Academy</td>
</tr>
<tr>
<td>Appomattox Christian Academy</td>
</tr>
<tr>
<td>Aquidneck Island Christian Academy</td>
</tr>
<tr>
<td>Arena Dei Academy</td>
</tr>
<tr>
<td>Ascension Classical School</td>
</tr>
<tr>
<td>Augustine Christian Academy</td>
</tr>
<tr>
<td>Augustine Classical Academy</td>
</tr>
<tr>
<td>Augustine Classical Academy</td>
</tr>
<tr>
<td>Augustine School</td>
</tr>
<tr>
<td>Baldwin Christian School</td>
</tr>
<tr>
<td>Bayshore Christian School</td>
</tr>
<tr>
<td>Beacon Hill Classical Academy</td>
</tr>
<tr>
<td>Bethel American International School</td>
</tr>
<tr>
<td>Big Spring Classical Academy</td>
</tr>
<tr>
<td>Blackburn Study Center</td>
</tr>
<tr>
<td>Bloomfield Christian School</td>
</tr>
<tr>
<td>Bradford Academy</td>
</tr>
<tr>
<td>Brandwynne Classical Academy</td>
</tr>
<tr>
<td>Brown County Christian Academy</td>
</tr>
<tr>
<td>Cahaya Bangsa Classical School</td>
</tr>
<tr>
<td>Cair Paravel Latin School, Inc.</td>
</tr>
<tr>
<td>Calvary Christian Academy</td>
</tr>
<tr>
<td>Calvary Christian Academy</td>
</tr>
<tr>
<td>Calvary Classical Academy</td>
</tr>
<tr>
<td>Candies Creek Academy</td>
</tr>
<tr>
<td>Capitol Hill Academy</td>
</tr>
<tr>
<td>Cary Christian School</td>
</tr>
<tr>
<td>Cedar Tree Classical Christian School</td>
</tr>
<tr>
<td>Chairs Classical Academy</td>
</tr>
<tr>
<td>Christ Church Academy</td>
</tr>
<tr>
<td>Christ Classical School</td>
</tr>
<tr>
<td>Christ Presbyterian School</td>
</tr>
<tr>
<td>Christian Heritage School</td>
</tr>
<tr>
<td>Christ’s Legacy Academy</td>
</tr>
<tr>
<td>Clapham School</td>
</tr>
<tr>
<td>Classical Christian Academy</td>
</tr>
<tr>
<td>Classical Christian Academy</td>
</tr>
<tr>
<td>Classical School of Wichita</td>
</tr>
<tr>
<td>Clear Lake Classical</td>
</tr>
<tr>
<td>Colquitt Christian Academy</td>
</tr>
<tr>
<td>Coram Deo Academy</td>
</tr>
<tr>
<td>Coram Deo Academy</td>
</tr>
<tr>
<td>Coram Deo Academy</td>
</tr>
<tr>
<td>Coram Deo Classical Academy</td>
</tr>
<tr>
<td>Coram Deo Preparatory Academy</td>
</tr>
<tr>
<td>Cornerstone Academy</td>
</tr>
<tr>
<td>Cornerstone Academy</td>
</tr>
<tr>
<td>Cornerstone Christian Academy</td>
</tr>
<tr>
<td>Cornerstone Classical Academy</td>
</tr>
<tr>
<td>Cornerstone Classical Christian Academy</td>
</tr>
<tr>
<td>Cornerstone Classical</td>
</tr>
<tr>
<td>Cornerstone Classical School</td>
</tr>
<tr>
<td>Cornerstone Classical School</td>
</tr>
<tr>
<td>Covenant Academy</td>
</tr>
<tr>
<td>Covenant Academy</td>
</tr>
<tr>
<td>Covenant Christian Academy</td>
</tr>
<tr>
<td>Covenant Christian Academy</td>
</tr>
<tr>
<td>Covenant Christian School</td>
</tr>
<tr>
<td>Covenant Christian School</td>
</tr>
<tr>
<td>Covenant Christian School</td>
</tr>
<tr>
<td>Covenant Classical Academy</td>
</tr>
<tr>
<td>Covenant Classical Christian School</td>
</tr>
<tr>
<td>Covenant Classical School</td>
</tr>
<tr>
<td>Covenant Classical School</td>
</tr>
<tr>
<td>Covenant Classical School</td>
</tr>
<tr>
<td>Covenant Christian School</td>
</tr>
<tr>
<td>Coventry Christian School</td>
</tr>
<tr>
<td>Dominion Christian School</td>
</tr>
<tr>
<td>Dominion Classical Christian Academy</td>
</tr>
<tr>
<td>Eastwood Christian School</td>
</tr>
<tr>
<td>El Paso Christian School</td>
</tr>
<tr>
<td>Eureka Christian Academy</td>
</tr>
<tr>
<td>Evangel Classical Christian School</td>
</tr>
<tr>
<td>Evangelical Christian School</td>
</tr>
<tr>
<td>Evangelical Christian Academy</td>
</tr>
<tr>
<td>Faith Christian Academy</td>
</tr>
<tr>
<td>Faith Christian School</td>
</tr>
<tr>
<td>Faith Christian School</td>
</tr>
<tr>
<td>First Classical Academy</td>
</tr>
<tr>
<td>The Core Deo School</td>
</tr>
<tr>
<td>Franklin Classical School</td>
</tr>
<tr>
<td>Genesis Classical Academy</td>
</tr>
<tr>
<td>Geneva Academy</td>
</tr>
<tr>
<td>Geneva Academy</td>
</tr>
<tr>
<td>Geneva Academy</td>
</tr>
<tr>
<td>Geneva Classical Academy</td>
</tr>
<tr>
<td>Geneva School of Boerne</td>
</tr>
<tr>
<td>Gloria Deo Academy</td>
</tr>
<tr>
<td>Good Shepherd School</td>
</tr>
<tr>
<td>Grace Academy</td>
</tr>
<tr>
<td>Grace Academy</td>
</tr>
<tr>
<td>Grace Academy of North Texas</td>
</tr>
<tr>
<td>Grace Christian Academy</td>
</tr>
<tr>
<td>Grace Classical Academy</td>
</tr>
<tr>
<td>Grace Classical Academy</td>
</tr>
<tr>
<td>Grace Classical Christian Academy</td>
</tr>
<tr>
<td>Grace Classical School</td>
</tr>
<tr>
<td>Great Books Honors College</td>
</tr>
<tr>
<td>Greeneville Classical Academy</td>
</tr>
<tr>
<td>Grove City Christian Academy</td>
</tr>
<tr>
<td>Harvest Christian Academy of New York</td>
</tr>
<tr>
<td>Harvest Christian School</td>
</tr>
<tr>
<td>Haw River Christian Academy</td>
</tr>
<tr>
<td>Heritage Christian Academy of N. Idaho</td>
</tr>
<tr>
<td>Heritage Oak School</td>
</tr>
<tr>
<td>Heritage Preparatory School</td>
</tr>
<tr>
<td>Heritage School</td>
</tr>
<tr>
<td>Hickory Christian Academy</td>
</tr>
<tr>
<td>Highland Rim Academy</td>
</tr>
<tr>
<td>Horizon Prep School</td>
</tr>
<tr>
<td>Hunter Country Day School</td>
</tr>
<tr>
<td>Imago Dei Academy</td>
</tr>
<tr>
<td>Immanuel Lutheran School</td>
</tr>
<tr>
<td>Innovia Academy</td>
</tr>
<tr>
<td>Island Christian Academy</td>
</tr>
<tr>
<td>Jonathan Edwards Classical Academy</td>
</tr>
<tr>
<td>Kings Way Classical Academy</td>
</tr>
<tr>
<td>Legacy Academy</td>
</tr>
<tr>
<td>Legacy Classical Christian Academy</td>
</tr>
<tr>
<td>Legacy Classical Christian Academy</td>
</tr>
<tr>
<td>Libertas Academy</td>
</tr>
<tr>
<td>Liberty Classical Academy</td>
</tr>
<tr>
<td>Lighthouse Christian Academy</td>
</tr>
<tr>
<td>Logos Christian Academy</td>
</tr>
<tr>
<td>Logos Christian Academy</td>
</tr>
<tr>
<td>Logos Online School</td>
</tr>
<tr>
<td>Logos Reformed Evangelical Education</td>
</tr>
<tr>
<td>Logos School</td>
</tr>
<tr>
<td>Maranatha Christian Academy</td>
</tr>
</tbody>
</table>
Nature’s Classroom

**GRACE ACADEMY, GEORGETOWN, TX**

**Science Labs, Texas Style**

Biology and anatomy students at Grace Academy participate jointly in the Deer Lab. They observe their science teachers field dressing a deer (always shot early that same morning). They discuss the anatomy and “culinary science” of the animal (e.g., the diaphragm muscle is called skirt steak and is the best meat to use for fajitas).

The seventh grade Life Science Chicken Lab receives eggs and the loan of an incubator from Texas A&M each fall. They care for them as chicks. When the chickens are old enough, the hens go to the coop. The roosters are harvested.

A similar lab takes place with hogs when the Lord provides them.

The point of these labs is first and foremost to engage the students fully in their lessons through hands-on application. These are lessons in anatomy and the wonder of creation that they will not forget. Secondly, this gives students a greater appreciation for God’s creation, the manner in which He provides for us, and the means by which man must harvest God’s provision.

**KAREN MOORE**  
Upper school lead teacher

---

**CALVARY CLASSICAL ACADEMY, ST. CLOUD, MN**

**Farming for the Next Generation**

Kindergarten through second grade students toured a family farm in Sauk Rapids, MN, after studying farms for several weeks as part of the science curriculum. Calvary Classical Academy strives to give students “hands on” learning experiences whenever possible, and this field trip was certainly that! They enjoyed feeding cows, chickens and a rabbit, collecting fresh eggs, shelling corn, pumping water, sitting on various tractors that were part of the farm owner’s impressive farm equipment collection, and ending the day with a hay ride through the fields. The owners of the farm have been working the land for more than forty years, and we were able to meet three generations of real farmers.

**CANDACE BRAULICK**  
First grade parent and field trip volunteer
MARS HILL ACADEMY, MASON, OH

Mars Hill Academy “Snags” Great Horned Owl

Mars Hill Academy varsity soccer team members found a surprise in their net during a morning practice. A great horned owl had become entangled in the netting.

“We’re guessing the owl had been struggling a couple of days,” said MHA science teacher Mrs. Lynn Muscarella. “One of our students held out a container of water, and after some hissing, the owl drank some. It must have been exhausted and desperate.”

Muscarella contacted RAPTOR, Inc., a Milford-based group dedicated to raptor rehabilitation who has visited the school several times with their educational programs. RAPTOR staff cut the owl out of the net and transported it to their facility where they monitored its recovery. Because owls are territorial, they brought the owl back to Mars Hill for release. Students who gathered to watch the owl were thrilled to see it healthy and ready to go back to the woods.

MICAUX MERHOUT
Advancement Team

BAYSHORE CHRISTIAN SCHOOL, FAIRHOPE, AL

Red Hens and More

Bayshore Christian School’s kindergarten classes study God’s creation, and they were able to go to Brantley Farms to learn all about Day 6: the creation of living creatures. Our students had a great time learning about all of the animals on the farm and they even got to pet and ride a few of them!

One of the stories the kindergartners read is “The Little Red Hen.” The story came to life when they had the opportunity to pet a real red hen! They also learned that the moral of the story is those who don’t work don’t eat.

ELLEN ESTES
Director of marketing & development

GENEVA CLASSICAL ACADEMY, LAKELAND, FL

You Don’t See This Every Day

Only in Florida would an alligator seek out a classical, Christian education, and add a lot of excitement at the end of the school day. This 9’11” gator [the editors suggest readers round up to 10’ for a better visual indicator] crossed the athletic field at Geneva Classical Academy and then crossed the parking lot toward the school office as parents and students watched from a safe distance. Local police came to help as everyone awaited the bare-footed local trapper, who gave quite a show.

ALLYSON BOUTWELL
Administrative assistant
Arrival
A sci-fi movie reveals the power of classical languages

Twelve mysterious UFO’s hover over global positions in a sci-fi cliché that deserves one more installment. The imaginative plot in Oscar-winning Arrival was recently made available for streaming and on DVD. Arrival’s routine plot is matched with a thought-provoking response to alien threats—not atomic weapons, viruses, superheroes, other technological marvels of science. Rather, the world is saved by language. But in a way you might not expect.

The film hinges on the power of language to effect our capacity for thought, as Dr. Louise Banks interprets the glyphs of an alien race. Language does more than communicate, it shapes us to think in ways we could not otherwise think—to see things we could not otherwise see. Where did they get this sci-fi plot? As we’ve seen before, history is often Hollywood’s source. For thousands of years, from the Stone, to the Bronze, to the Iron Age, humans saw little change. Then, the Greeks began to think. They began to create words for, then build stories about, and then structure language around abstract ideas for the “perfect” or “Platonic.” Arrival looks back to this very real power that, in an ironic twist, brought much of science to us in the first place.

Within just a few centuries, the rise of philosophers in Athens changed the Greek language, filling it with transcendent words like logos, pathos, telos, arete, and paideia—words for which we still have no accurate translation. Greek, as a language, formed to support conversations about the “perfect” or “ideal” or “infinite.” Euclid, Pythagoras, Archimedes and others led the way for a culture that began to think abstractly: two-dimensional shapes with no depth, lines that went to infinity, and ratios that had divine relationships. From these abstractions, they created math that could accurately calculate the circumference of the earth thousands of years before modern science did. They measured detailed heavenly paths to navigate the oceans. They created the ionic scale in music that we still use. The Greek language was so powerful, it dominated the Roman empire. And, it became the language of the New Testament.

If you are affiliated with a classical Christian school, you’ve undoubtedly been told that Latin students score 150 points higher on the SAT. Or that students who learn Latin can more quickly learn nearly any European language. But the real reason we teach these languages is that we are “Christian worldview” schools. Language shapes how we think. In Arrival, Dr. Banks, the linguist, is asked if she dreams in the alien language. The implication: when we immerse ourselves in a powerful language, something unexplainable—almost magical—happens. The invisible suddenly becomes visible. We encounter new ideas for the first time but at a level we can never translate into our native language.

The real strength comes when students become fluent, able to read for pleasure in the ancient language. As with Dr. Banks, we hope our students can reveal something unseen to a world desperate for understanding.
The trinity, the God-man nature of Christ, “wisdom,” “education,” and countless other early Christian ideas are better understood the closer we get to the language in which they were originally discussed and described. This is an almost mystical idea that our modern, practical, rational minds find “alien.”

Roman Catholic theologians and early reformers alike understood this and valued transacting philosophy and theology in these classical languages. “For the devil smelled a rat and perceived that if the classical languages were revived a hole would be knocked in his kingdom which he could not easily stop up again ... Since he found he could not prevent their revival, he now aims to keep them on such slender rations that they will of themselves decline and pass away.” —Martin Luther

Latin is the language of most church theologians and Greek is the language of the New Testament and philosophy. We teach classical languages like Hebrew, Latin or Greek because they help students engage with and see important ideas they could not otherwise see. The real strength comes when students become fluent, able to read for pleasure in the ancient language. As with Dr. Banks, we hope our students can reveal something unseen to a world desperate for understanding.

*Arrival* is free of sexual situations, with mild violence, and with some language. The film is probably suitable for most over 13. Some may notice slightly new-age ideas about circular time, but its cerebral content sets a pace like *2001, A Space Odyssey*. So, the younger set may have difficulty staying with it.

To protect the fun of the film, we've avoided details. Watch the film, and if you're unclear on the plot, you can find the details on ClassicalDifference.org/arrival/.

**WATCH, LISTEN, AND READ**

■ CommonSenseMedia.org
Back to (a Classical) School
An answer for students to the why question

So here you are in a classical school. Have you ever wondered why? (Aside, of course, from the obvious fact that this is where your parents decided you should go.)

In my experience, high school students in classical schools frequently have only the haziest notion of what this whole thing is supposed to accomplish—and sometimes they have the wrong notion altogether. Some are inclined to think it's that sadistic streak in the universe that brought them to this school instead of to the public high school down the road, others think in a vague sort of way that it's to help them get into a good college with scholarships. Still others are able to mumble something about the trivium and how Latin will help them score higher on their SATs.

But bear with me through a metaphor here. Imagine a kid whose parents had been saving up for years and they just gave him a Ferrari for his sixteenth birthday. It's gorgeous, it's fast, and it's in mint condition. Now further imagine that this kid doesn't know what it's for. He gets that his parents are excited about it—but that just makes him suspicious that it will turn out to be deeply embarrassing. So he acts aloof and above it all. He throws a little extra lethargy into his manner and a little more roll in his eyes—just to make sure he communicates that he's his own man and expensive cars don't affect him one way or another. In fact, he deeply wishes that he could trade it for a nice 1991 beige minivan with mismatched wheels and an exhaust problem like his friends drive. (Lest you missed the moral, this is the kid who is too cool for school—literally.)

Or let's say he's not that guy. This kid is excited that his parents gave him this car and he thinks it's neat—even though he still doesn't know what it's for. But he's versed enough in the ways of the world to have seen pictures of guys with sports cars, so he assumes that this gift from his parents is a prop for his Instagram photos. He has already mentally planned out a few shots—himself at the wheel, himself leaning against the side with his arms crossed. Definitely one in a white tee with his sleeves rolled up. (He's an original thinker, this guy.) And he's pretty excited, because this will absolutely add some extra glamor to his Instagram feed and will totally boost the amount of likes and followers he will get.

This is the kid who thinks that going to a classical school is so that he can get into a prestigious college with scholarships, which will in turn lead to a good job with
a fat paycheck. It’s as misguided as thinking that a Ferrari is nothing more than an Instagram prop to help you get more followers—but it’s infinitely more tragic than that.

What is it that those parents wanted their kid to do with their gift of the car? They want him to get in and drive it. That’s the whole point. And what is it that your classical education is for? What is it that your parents and your teachers are trying to give you?

They want to see you turned into a certain kind of person—and all of the money and the effort and the time that they put in giving you this education is actually all focused on that one thing. They want to see you become a sharp, persuasive, clear thinking, and faithful leader. They want you to be the kind of person that rises to the top like cream. They want you to be equipped to handle whatever the world throws at you, and to be the kind of person who changes the world for the better.

All these classes you are forced to take—believe it or not, there’s actually a method in the madness.

This article is adapted from Rebekah Merkle’s upcoming book for students called *Classical Me, Classical Thee: Squander Not Thine Education* (coming August 22, 2017, from Canon Press). See canonpress.com/ClassicalMe for more information.

**REBEKAH MERKLE** has dabbled in a number of occupations ranging from running her own clothing label to designing fabrics to becoming a full-time high school humanities teacher, and she was a student guinea pig in some of the very first classical Christian classes in the United States. Rebekah is also the author of *Eve in Exile*, an incisive history and Christian critique of modern feminism. But by far her proudest accomplishment is her crew of five outrageous, hilarious, and high-speed teenage children, and her favorite role is that of wife to her similarly outrageous, hilarious, and high-speed husband, Ben Merkle.
TWO WAYS TO CONTINUE YOUR CLASSICAL CHRISTIAN EDUCATION AT FAULKNER UNIVERSITY

On-campus Great Books Honors Program
- Small classes (max 15)
- 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
Right Back in the Swing of Things

BACK-TO-SCHOOL PICNIC

Photo Courtesy of Ronni Seidenglanz, Sidewayz Films
The Ambrose School, Meridian, ID

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.
“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

www.nsa.edu/exploreACCS

405 S. Main Street | P.O. Box 9025 | Moscow, ID 83843 | (208) 882-1566 | admissions@nsa.edu

FAST FACTS
• Student/teacher ratio: 13 to 1
• 80% of students receive private scholarships from NSA
• Tuition: $12,450 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