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PROTOCOL

RECLAIMING THE GOOD, THE TRUE,
AND THE BEAUTIFUL AFTER SCHOOL p. 14

INSIDE...

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- ⌘ ACCS Alumni Speak from College p. 26
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disco. scio. vivo.




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Faith Christian Academy, Kansas City, MO

Counterfeit Words

Dorothy Sayers said the reason we need classical education is that young people “are a prey to words

in their emotions instead of being the masters of them in their intellects.” Words are containers for ideas. And, ideas have a mysterious power to shape what we believe. In the past two decades, both young and old alike have been duped by a clever counterfeiting scheme—a scheme involving words. And the church is right in the thick of it.

This scheme works something like counterfeiting money. When counterfeiters want to make a \$100 bill, they often bleach a \$1 bill and print over it. This way, people don’t notice the

difference in the feel of the paper—same “container,” different meaning. When we package a new idea in an old word, we engage in what George Orwell called “doublespeak.” Take a good-sounding word or phrase and pour in a new, different, often opposite meaning so that people will emotionally support the idea. Orwell’s predictions for *1984* weren’t too far off. Today, our students need to be able to think like never before to avoid the well-hidden pitfalls that are driven by our language and culture.

For example, take the phrase “social justice.” The true word “justice” refers to the alignment of the way things are with the way God designed them to be. When someone murders or steals, an injustice has been done against God’s law. That’s why the state punishes criminal behavior (Romans 13).

Enter Karl Marx, who rejected the Christian view of “good” and “evil” because these were products of religion, the “opium of the people.” He replaced good and evil with “oppressors” and “oppressed,” specifically with regard



Veritas School, Richmond, VA



to wealth and “privilege.” Undoing this oppression is necessary to create a “just society.” This became “social justice.” Much of the church adopted this idea of justice because it sounds like the same thing as helping the poor.

Social justice is not equivalent to the Christian virtue of generosity to the poor. In fact, this pseudo-justice denies the very essence of power and authority described in Scripture (John 19:11, Romans 13, Colossians 2). Today’s social justice has redefined human worth. Oppressed classes are better; oppressing classes are worse. Race, sexual preference, family wealth, culture, and

Words matter. And the ability to carefully parse ideas and words ... is weaker today than in the past 80 years.

language are all formulations used to distinguish between the oppressed and the oppressor.

Did you see what happened? We now look at others in envy as we try to value ourselves. The virtue of “justice” is now aligned with the vice of envy. True justice becomes meaningless, because justice is no longer dependent on what you do, but who you are. The virtue becomes vice.

WORDS WITH CONSEQUENCES

The consequences of this idea are important. In 1750, the stable boy and the land-owner shared an understanding: your significance as a person was tied to your honor, or being a just person. Wealth was a blessing, but anyone of any station could be honorable. Today, we “occupy” (riot & protest) over wealth, not honor. Ironically, Marxist ideals have robbed the poor man of his ability to be honorable. Now, if you’re poor, you’re oppressed, and you can’t do anything about it. If you do

succeed, you become evil. There is no way out, except for the government to control and realign wealth.

We’re told greed is the sin of rich people. We forget that our scriptural examples of greed include common men.

REDEFINING WORDS

“Social justice” is one of many examples. Words matter. They create categories in our minds and assumptions about good and evil. And, our ability to carefully parse ideas and words to understand them is weaker than in the past 80 years. The reduction of verbal reasoning on standardized tests like the SAT demonstrates this shortcoming. Fortunately, classical Christian schools help students improve their verbal reasoning. Despite classical Christian schools admitting most students based on faith, rather than intelligence, our

students outperform students from highly selective schools by over 80 points on the verbal reasoning portion of the SAT. Never before has this been so important. ■■

DAVID GOODWIN is the president of the Association of Classical Christian Schools.



You’ll find a glossary of doublespeak on our web page at: ClassicalDifference.com/words





Submit stories and quotes at ClassicalDifference.com/submissions. Published submissions are worth \$25 in lunch money.

Great & Small



WESTMINSTER ACADEMY SENIOR OFFERS HOPE AND COURAGE TO COMMUNITY

HANNAH WARREN HAS RAISED OVER \$31,000 FOR MUSCULAR DYSTROPHY RESEARCH

At first glance, Westminster Academy senior Hannah Warren appears quiet, demure, and unassuming. But her story

is one of strength, endurance, and tremendous hope, and it has inspired hundreds of people in the Memphis area to volunteer both time and money to raise awareness for muscle diseases and the Muscular Dystrophy Association (MDA).

In May of 2014, Hannah Warren was officially diagnosed with myotonic dystrophy (type 1), a form of muscular dystrophy. Though she has persevered in her treatments, the winter season this year proved to be particularly challenging for Hannah. She spent many weeks over the holidays, including Christmas Day, at LeBonheur Children’s Hospital.

While Hannah put on a face of courage amidst her struggle, her classmates were inspired to support her in any and every way they could. Hannah formed the “Hannah’s Hope” team for the MDA Muscle Walk, and her classmates and school community rallied behind her by designing and selling T-shirts, holding bake sales, and putting on a carwash to support Hannah and her team. This year Westminster Academy partnered with the MDA to host the Mid-South Muscle Walk on its campus and Hannah’s entire class set up for the walk, helped with fundraising, and covered clean-up duty. So far this year, Hannah’s team has raised over \$20,000, bringing her three-year fundraising total to over \$31,000. The Hannah’s Hope team is currently the top individual fundraising team in the nation for the MDA Muscle Walk.

“Through her daily perseverance and courage, Hannah has taught us all to be far more empathetic and others-directed,” said Westminster headmaster Ralph Janikowsky. “Her class (2018) is the most caring and compassionate class at Westminster Academy due to Hannah’s friendship and selfless, humble attitude.” ❖

Through the Looking Glass



Trinity Christian School, Kailua, HI

VIEW FROM 4TH GRADE: WHY STUDY LATIN?

■ Latin makes your brain really work because it’s confusing, so it makes you more capable in things.

—TAYLOR COLE

■ I enjoy saying things that no one else can understand!

—AISLIN MCCAULLA

■ I like Latin because it is so like French and helps me remember it. ... Although Latin is a dead language, it is important because Latin is a big

[Continues on page 12 ...]

Century Watch

THIS YEAR IN HISTORY: 1818

SCIENCE AND FICTION

Two hundred years ago, the young Mary Shelley anonymously published her first book, *Frankenstein*. It quickly

won its place as a cornerstone of modern literature and is still marked as a contributor to “The Great Conversation.” Many are mystified that a 20-year-old could have composed such a masterpiece. But we believe her insights into modern life come from the uniquely classical education she received as a child—an education comprised mainly of reading and writing.

Shelley grew up in an interesting time. She observed first-hand how the ideas of modern life took hold of the Western mind. Many of the notions of scientism and progressivism that populated academic and literary writings—previously limited to the circles of intellectual pioneers—came to define the spirit of the age in politics, ethics, and literature.

Had she gone the normal route for her education, Shelley might have written a book celebrating the triumph of reason and science. She might have contrived something like *The New Atlantis*, by Francis Bacon, which showcased a utopic future where mankind used science to achieve eternal life and master his virtues.

Instead, Shelley gives an account of science that is deeply wary of man’s limits. She bemoans the arrogance of earthly wisdom, and asks that we reconsider mankind not as a master over nature and human life, but as a servant in its garden.



Shelley’s impulse to decry the age of unlimited progress most likely came from her readings of John Milton, whose account of man’s fall in *Paradise Lost* had much to say about the man who thinks himself the creator of his own destiny. (Even “Cliff’s Notes” acknowledges the connection in the guide, “How does *Frankenstein* relate to *Paradise Lost*?”)

Perhaps Shelley, if she were alive today, would have adjusted *Frankenstein* to take place in the labs of Silicon Valley or China. “iFrankenstein” would be fitting. Visiting those places today as the same 20-year-old young woman, she might ponder Milton’s words still:

Knowledge forbidden?
Suspicious, reasonless. Why
should their Lord
Envy them that? Can it be a sin
to know?
Can it be death? ■■

JACKSON YENOR, Staff Writer





LETTERS & NOTES



Author shares the value of classical education

The business of education is equipping students for warfare—that was the message author Rebekah Merkle recently shared with parents and students at Mars Hill Academy.

The classically educated mother of five, who most recently wrote *Classical Me, Classical Thee*, cited a Southern Baptist Convention study which indicates 70–88 percent of church youth are abandoning the church by the end of their freshman year of college.

“Honestly, your children would have better odds on Normandy Beach (WWII) than that. This next step, university, is mowing Christian kids down at astonishing rates, and they obviously aren’t equipped,” she said.

When such high stakes are considered, a student’s 9–12 education becomes even more critical.

—LISA KNODEL, Mars Hill Academy, Mason, OH

I enjoyed reading the short piece on the benefits of board games in the Summer 2018 issue. As a big believer in classical education and building strong Christian relationships, I would like to introduce you to Chara Games. Their mission [as stated on their website]: “We believe life’s enduring joy comes from our relationships with God and other people. This is why we build games to develop these relationships.” [This] would align perfectly with the classical education model.

—CHRISTOPHER MULDER



WEBSITE: CharaGames.com



THE BEST THESIS DEFENSE IS A GOOD THESIS OFFENSE.

By xkcd (xkcd.com)



CLASSICAL NEWS

NEWEST ACCS MEMBER SCHOOLS

- INSTITUTO TRINITAS, Sao Bernardo do Campos, SP
- OAK HILL ACADEMY, Hamilton, ON
- BROOKSTONE SCHOOLS, Charlotte, NC
- ARROW PREPARATORY ACADEMY, Edmonds, WA
- PENOBSCOT CHRISTIAN SCHOOL, Bangor, ME
- VERITAS ACADEMY OF TUCSON, Tucson, AZ
- FIRST BAPTIST ACADEMY, Kamloops, BC
- KOINONIA CLASSICAL CHRISTIAN SCHOOL, Taylor, TX
- HOPE CLASSICAL CHRISTIAN ACADEMY, Wilmington, NC



An article by Rebekah Merkle based on her book *Classical Me, Classical Thee* was featured in *The Classical Difference* Fall 2017 issue. To see this article and learn more, visit ClassicalDifference.com/back-to-classical-school

IF ALL THE
UNIVERSE AND
EVERYTHING IN IT
EXIST BY THE DESIGN OF
AN INFINITE, PERSONAL GOD,
TO MAKE HIS MANIFOLD GLORY
KNOWN AND LOVED, THEN
TO TREAT ANY SUBJECT
WITHOUT REFERENCE TO
GOD'S GLORY IS NOT
SCHOLARSHIP BUT
INSURRECTION.

— JOHN PIPER

*THINK: THE LIFE OF THE MIND
AND THE LOVE
OF GOD*

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DIFFERENCE TODAY,"
our online blog.

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THE CLASSICAL
Difference
BRINGING LIFE TO THE CLASSROOM

Founder's Spotlight: George Grant



George Grant is the founder of Franklin Classical School, a rhetoric school humanities instructor, and a well-known figure in classical Christian education.

Author of a dozen books on history, social criticism, and politics, he maintains an active writing and speaking schedule around the world. But before all that ...

HIDDEN SUBSTANCE

Imagine discovering that a large portion of what you learned in high school and college was factually and historically wrong; that you had been denied critical knowledge that would change how you see the world; that you were on your own to find answers to your questions. George Grant made this discovery in graduate school, and it redirected his vision of education.

After attending a rigorous, secular private school, George Grant began public school in 7th grade. No longer needing to study to keep up, and having read most of the required books, he felt he was already well educated. In college he sought to pursue more substantive things; it wasn't hard—not because he was so bright but because school was so dim.

Originally seeking a master's in architectural school, by his sophomore year—a fairly new convert to Christianity—he felt a tug toward ministry. He left architecture to pursue political science, thinking his best contribution would be to work for a congressman, or become a Christian lobbyist concentrating on social affairs. He did not think his ministry would be from the pulpit, and he didn't even know what Christian education was.

As a husband and father, well into his career as a political speech writer, a research project for white papers led to a life-changing question.

"I started to read about America's founding era: about some of the men, and the way they were trained, and the stuff that they read, and I thought to myself, 'Is there anything like this, anywhere?'"

"I began to discover some basic facts of American history that stunned me."

Grant studied American history beginning at its foundation. When he asked his professor about what he was reading, the professor explained that many sources stopped being published around the Civil War, as the views of anti-Federalists became discredited. But it was a different history than Grant had ever been told.

"I was working on a master's degree in political science and I'd never heard of this!"

Grant was left with a deep conviction: "I have been robbed!" It was not just information but a deep worldview that was missing.

As a parent, Grant determined this for his kids' education:

There has to be substance. I don't want my kids to be robbed of this worldview, of this legacy, of the ability to put the pieces together and see connections between the various disciplines, of the right to have the full legacy that ought to be their birthright!

There is a deeper story in revisionist history. It's not about the facts; it's about what flaw in our



nation's worldview makes these facts discardable. The foundation of our nation is a handful of straggling colonies pulling together a vision of government, freedom, and opportunity that has

“There has to be substance. I don't want my kids to be robbed of this worldview, of this legacy, of the ability to put the pieces together.”

become a model for the world ever since. These men stood up to the greatest military power the world had known and won, and we don't know the story of why or how.

These “aha moments” occurred in studying other disciplines. Even in math he began to learn how much more there is than just numbers. “Euclid wrote stuff? I was never exposed to that, never even led to know these things existed.”

Grant started a homeschool co-op which quickly grew into a full-fledged classical Christian school. That was 25 years ago. He contacted Doug Wilson, who was leading the budding classical Christian education movement, and they began to correspond.

A STORY WORTH TELLING

George Grant recently spoke at the annual 2018 ACCS Repairing the Ruins conference, the largest gathering of classical Christian educators from around the country and,

increasingly, the world. He gets calls from people across the globe who want classical Christian education, who want to create rich cultures, and who want to dig deep into faith and character.

“From Augustine on it was classical Christian education that transformed cultures. The Gospel transformed the church with grace, mercy, and truth. Education moved it into the culture. Why aren't we doing this in the most difficult trouble spots in the world?”

Through providential connections, Grant started a network of schools in northern Iraq. The largest in Sulimaniya has 1000 students, Urbile hosts 900 students (30 miles



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Hear the full interview, “I WAS ROBBED.”

Dr. George Grant's (Ph.D, D.Litt, D.Hum.) weekly humanities lectures raise up students to become the next generation of cultural and spiritual leaders. Dr. Grant is pastor of Parish Presbyterian Church, founder of the King's Meadow Study Center, and founder of New College Franklin. He has authored dozens of books and hundreds of articles in the areas of history, biography, politics, literature, and social criticism. His work has been profiled in such varied media outlets as *The Wall Street Journal*, *Christianity Today*, *The Washington Post*, and *Focus on the Family*, to name just a few.

[... Continued from page 7]

from Mosel, the ISIS frontlines), and another 175 students attend a school near the Turkish border. Three additional schools have been established in refugee camps in the wake of ISIS destruction.



“Education is such a tool to rebuild a culture on the right path, and these places are at ground level. The remarkable thing is the [Iraqi] students are taking what we would consider baby steps, but those students are catapulted to the front of their cultures as THE leaders—thought leaders, action leaders.”

Sulimaniya graduates visited several European cities on their senior trip. Upon their return they asked, “Why are the streets in Europe so clean and here there is garbage everywhere?” So they started a garbage service. “They made connections, started businesses, and some are now millionaires, literally.

“So, classical education has created garbage men. They know how to think and solve a problem. They can go into the job market and they can figure it out; their bosses don’t need to train out of them what they learned.”

We need to retell this story: we want fast, quick education but it’s a deep investment. It will make deep roots and

lifetime changes. It won’t happen fast. Don’t judge kids in high school or college, but in their 40s when they have to make some deep, difficult decisions. Were the seeds planted? Do they have the fortitude and the character to do what they need to do?

“Kids say, ‘I need to be in public school.’ Some of our students were determined to never darken the door of our school again. Now we have their children.” ■■



[... Continued from page 6]

part of our history curriculum and helps us further understand the Romans. Jesus lived in a Roman-infested world. Therefore, it is important to know about them and their language, Latin.

—JOELLE MARINO

■ It’s very good to know different languages because when you get older you will know it and can go and talk to people in different countries. And you get to do awesome projects. And I love my teacher!

—HATTIE WILSON

JULIE NAGEM, *Westminster Academy, Memphis, TN*



■ OVERHEARD

One student to another: What is the only date in the whole year that is an imperative statement?

Answer: March 4th!

—ELLEN MITCHELL,
Bradford Academy, Mebane, NC

■ EVENING

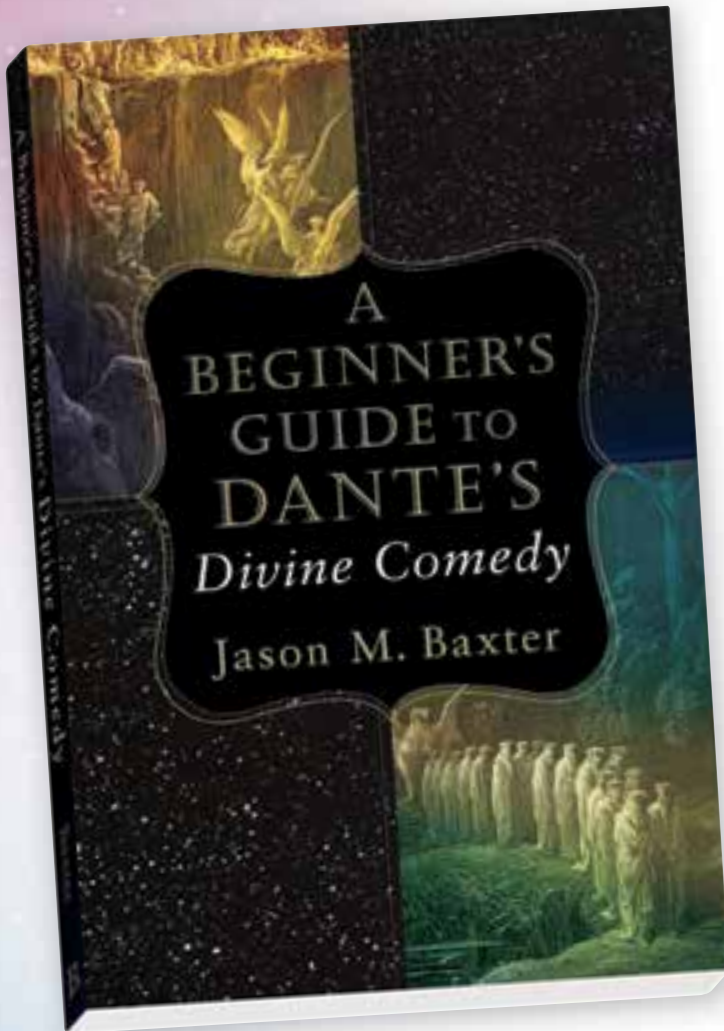
Long shadows under dark blue sky,
Crickets chirping the day goodbye—
The sun in a lighter place laid to rest,
The moon and the stars shine their very best.

Not a breeze stirs the trees so very still—
Perhaps this day the wind’s had its fill.
All things off to bed, the crickets yawn
But they’ll sing the moon all the way to dawn.

Everything’s so quiet, no movement to be seen
The moon rules the land, a shadowed queen.
All is so peaceful, a beauty of its own,
Silent stars dot the sky, the night’s silver crown.

— CARRIE MERHOUT,
Mars Hill Academy, 6th grade ■■

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Gold STANDARDS

Westminster Academy, Memphis, TN

One of the “gold standard” goals for every classical Christian school is this: forming affections. We talk about discipleship, and how to shape “loves.” We talk about character development, and how to love truth, goodness, and beauty.

But how do we actually do it?

Protocol

PROM: A STANDARD LESS THAN “GOLD”

Redeeming the Dance

School dance. Vivid images come to mind when we hear those words. Who knew that even the way we think about a school dance can be so totally different, it reshapes what our children love—and our culture?

Prom is arguably the “gold standard” of school dances. Short for promenade, prom began as a simple co-ed college banquet in the early twentieth century. In the post-war 40s and 50s, it increased in extravagance to become the “larger than life” high school event it is today.

Many of us have less-than-happy memories of prom. (Davies Owens, host of BaseCampLive, laments, “I think ‘prom’ in Latin means ‘fear.’”) With the prom industry advertising “a magical, perfect night” the pressure is high and centered on the wrong things. Various surveys indicate the average cost of a prom can go into the thousands. One mom wrote the following in a letter to the editor: “It’s fine unless no one wants you. ... The school has tossed a lot of us into a ballroom of caste systems that intricately place each person in a tangled mess of drama, leaving a select few happier with themselves and others feeling like dirt.”

Historically, dances had three purposes: build community, bring joy, and be beautiful. Prom itself started out with far loftier goals than what we see at the local public high school.

Dell Cook, headmaster at ACCS member Cary Christian School in North Carolina, says this about his school’s attempt to redeem the dance:

“There’s a commitment to developing a culture in the high school around what prom really used to be. In many

Students who dance within a structure become part of something beautiful, especially when done well.

While the ways to form affections are countless, choosing the right activities for our kids is one of the most obvious. This is why classical Christian schools do activities just a bit differently.



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Hear the full interview, “**PROTOCOL VS. PROM,**” with Dell Cook, Headmaster at Cary Christian School, Cary, NC.



The Ambrose School, Meridian, ID

ways, as classical Christian education on the whole is seeking to reclaim something that was once lost, there’s a similar vein with Protocol [the word many classical Christian schools use for the event]. The carrying out of the promenades was basically learning etiquette.”

According to Cook, “There’s a sense of wanting to reclaim the beauty of dance.” All of us parents now know—



Visit ClassicalDifference.com/protocol

to see the photo gallery.

Interested in Protocol at your school? We offer resources for ACCS schools to bring Protocol to their community with or without the dance.



Westminster Academy, Memphis, TN

and I suspect we always did—that the random movement most kids call dancing is just individual expression that replaces being part of something greater. Students who dance within a structure become part of something beautiful, especially when done well.

No Child Left Behind

Many of us cannot imagine the hidden redemption of the dance taking place in our kids’ classical schools. You might have to see it to believe it.

“It’s definitely a community event, with dances taught in advance so it’s not going to be awkward,” Owens describes. Because the focus is on learning etiquette, gaining confidence, and having fun together, dates are discouraged or not allowed. Cook says, “We train students how to approach one another, and work with them to fill in that break in between the dances. They are given the steps, not only of the dance, but of how to interact with one another.”

Your child is going to have a much better time than you did.

There are specific steps event planners can take to prevent the “wallflower.” As Cook says, “No child left behind! For dances like the Virginia Reel or a waltz, where it’s one-to-one, at our school we create a dance card that lines students up with one another.” At Owens’ school, they’ve invented the “combination lock, where you face your partner, and then the dance caller says, ‘three to the left, eight back to the right, two forward—now that’s who you’re going to dance with.’”

Owens describes the meal that is a main part of the evening. “Instructions are provided in advance on what all those forks and spoons are for, and how to have a five-course meal. They’re in tables of eight, but they’re paired up with someone randomly; then they shift for dessert, and then again for the actual dance.”

When asked what encouragement he would give to parents who might be nervous about the evening, Cook replies:

Your child is going to have a much better time than you did! One of the things we love to do is take a lot of pictures. We had Protocol last night—look at the kids! To a person, their faces are joyous. They’re having the time of their lives. They are going to learn a great deal about themselves and how to interact with others, and they’re going to come home and they’re going to want to do it again.

We encourage our parents to stick around. They want to see the Grand March, and they want to see their kid in action, which you don’t see in proms. If you encourage your child to take part in this, they’re going to have a fantastic time! ■■

A Parent's Perspective

Some of you have asked me what "Protocol" is based on my posts this weekend. What I love about Protocol is the picture of a structured community striving towards unity. It is imperfect like all things, but the kids are gently guided through with direction and purpose and this is one of the ways it plays out visually.

—Jennifer Barbour, Parent, from FaceBook



Beacon Hill Academy, Camarillo, CA

A Worthy Goal

In a day and age where "dancing" requires the invention of new words to define its absurdity (i.e., twerking), it may seem dangerously ambitious to hold a school dance within our walls. But as our classical efforts are to recover the lost tools and our Christian desire is to redeem what has been broken, such an event actually finds itself at the very crossroads of our labors here.

These kinds of events can be culture changers just as much as our day-to-day activities. They enforce our emphasis on deference to fellow brothers and sisters. They allow for the older students to lead and mentor the younger students. They give the students a wholesome outlet in which to play and laugh and interact. They give [us] the opportunity to redeem, if only in the smallest way, something beautiful that our culture has tarnished.

—Anna Gibson, Teacher

Choir

GOLDEN VOICES

Answering the question: why music?

On June 22nd, 81 voices joined together to present the first ever ACCS National Honor Choir at the Repairing the Ruins

Conference. ACCS students from all over the nation auditioned for the chance to rehearse, fellowship, and learn together over a four-day period in Dallas. Why go to so much effort? What is so special about choral music?

Music holds an important place in the classical education we want for our students, but choral music is an



National Honor Choir, ACCS Conference

essential part of our worship of the King of Kings. Because of this, the ACCS encourages musical excellence in its schools, and New Saint Andrews College (NSA) holds choral music in high regard. It was this shared vision of the importance of music that brought about the National Honor Choir sponsored by NSA.

Their performance was evidence of what high school students can do. They came together to practice and perform



National Honor Choir, ACCS Conference



Student Voices

The listeners weren't the only beneficiaries. Here is what the students had to say:

“Honor Choir was a great opportunity for all participants of all different levels. It was a challenge; however, the final product was worth it both in the moment and in eternity. The musical aspect of this camp was a “sneak peek” at heaven.

—Bloomfield Christian School

“The Honor Choir opened up the world of music in an incredible way for me. I learned so much in such a short amount of time and am inspired to pursue voice lessons and to continue in choir. Furthermore, I especially enjoyed getting to know people who have similar backgrounds to me ... I think the Honor Choir did a wonderful job of representing some of what the ACCS is about: glorifying God with our mouths and putting into action those words.

—Regents Academy

“The Honor Choir's performance sounded beautiful, but also rich, with a backbone. Our singing was not weak or watered down; we sang God's word unadulterated, and that is what stands out most to me about this choir. We had the opportunity to wage war on the world with our music, and it was powerful.”

—Providence Classical Christian School



National Honor Choir, ACCS Conference

under the direction of Dr. David Erb, the Head of the Conservatory of Music at NSA. Additional faculty were flown in to assist with voice coaching, technique, and sectionals. Their hard work culminated in a beautiful and powerful performance. Several listeners commented, “I've never heard music like that! Amazing!”

Choral singing is not only part of a good education and in accordance with Scripture, but it can also be a barometer for

Are the students in good fellowship? Are the teachers in fellowship with the students?

how your school is doing spiritually. According to Mr. Kent Young, music director at The Oaks Academy, “A choir sounds better when they

are in fellowship together.” Are the students in good fellowship? Are the teachers in fellowship with the students? A choral program can help address both these issues.

Consider how you can help your school answer “yes” to the following questions:

- Are we making music a part of our culture?

- Are we ensuring that all students sing together?
- Are we training our students to recognize musical excellence?
- Are our students musically literate?

ACCS and NSA will continue to partner together for a National Honor Choir as long as the Lord allows. Auditions begin this fall, and accepted students from all over the nation will perform together at the 2019 Repairing the Ruins Conference. ■■

ACCS 2018 Honor Choir Schools

- Providence Classical Christian School, WA
- Cair Paravel, KS
- Tall Oaks, DE
- Covenant Classical School, TX
- Bloomfield Christian, MI
- Westminster, AL
- Geneva Academy, LA
- Regents Academy, TX
- Logos Online, ID
- The Oaks Academy, WA*

HEATHER LLOYD, New Saint Andrews College

*Note of thanks to The Oaks, who auditioned their entire choir and raised funds to send 51 Honor Choir students to Dallas.



Listen Up

Want to hear a brief clip or find out more about auditions?

Visit: ClassicalDifference.com/honor-choir

Mock Trial

A GOLDEN OPPORTUNITY

Making Every Student a Leader

Mock Trial is popular among classical schools not for the “legal” value, but for

the rhetorical opportunities. According to Jason Whatley and Cory Ricci, coaches of the Agathos Classical School team (see more below), “It combines knowledge, logic, and



Agathos Classical School, Columbia, TN

rhetoric, the very framework of classical education.” Unlike debate, everyone has exactly the same facts. The successful teams—through hard work and determination—wield

Agathos Classical School Takes 3rd Place at Mock Trial Nationals



But, that’s not the whole story...

In May of 2018, 46 teams converged at the National High School Mock Trial Championship to determine the top 10 teams. The competition was intense, with some states hosting hundreds of teams to compete for their state title. So, “the one” that made it to nationals for their state had a lot of hurdles to clear! For example, several Texas ACCS schools climb high in the state rankings, but with hundreds of teams in contention, they rarely make it to nationals.

In 2018, only two teams were undefeated nationally—number 1: Franklin High School, a public school from Washington state, and number 3: Agathos Classical School representing Tennessee. Minnesota, the second place team, was defeated by Washington for the title. Now, while technically Agathos placed third—the highest ever for an ACCS school—the full story reveals an incredible performance.

By normal standards, Agathos should have never been able to compete. When they began three years ago, more than half the team were freshmen. Many programs would only allow juniors or seniors to compete. If they had concerns that maturity alone might prevent them from being competitive, they were wrong. The students’ classically-trained minds proved the perfect medium. Facing long hours and last-minute changes in preparation for the 2018 nationals—all while still keeping up with the rigors of normal classwork and reading—one student responded to the coach’s concerns by saying, “Mr. Whatley, we’re classical students. We can handle it.” This student’s declaration proved true time and time again.

At nationals, the scoring system permits three teams to go undefeated, but only two



may compete in the championship round. The total points on “ballots” from each round are added up to determine which two teams compete for the championship. Think of this like bracketing, but based on point spread instead of win/loss in a sports setting. Of the three undefeated teams, Agathos missed the bar by a handful of points.

But, Agathos also faced what was arguably the toughest competition. Three teams ranked in the top 11 by the end of the tournament and two were previous national champions. This likely depressed their ballot/point totals, and tiebreaker rules do not take into account strength of schedule. All in all, Agathos didn’t officially become the national champion, but their performance just might have been the strongest. And, like the national champions, they never lost a round.

Congratulations to a small school team from a small association of classical Christian schools. This is truly a David and Goliath story.





The ACCS provides member schools with resources to start Mock Trial teams. To learn more, visit: ClassicalDifference.com/mock-trial

logical points gracefully, make arguments precisely, and decide how to apply rules instantly. “Mock trial really is the highest level of intellectual combat.”

Talk to almost any student or coach and they’ll add this:

But, at the end of the day, we do Mock Trial because it’s fun. ... Sure, you’ll make friends doing any extra-curricular activity, but trust us when we say that Mock Trial is different. ... We can promise, from personal experience, that some of your best friends will be made through Mock Trial.

—<https://hopkinstrial.weebly.com/benefits-of-mock-trial.html>

Three ACCS schools competed at nationals this year (Agathos-TN, Ambrose-ID, and Dominion-VA). Many others came very close to winning their state. ■■



The Ambrose School, Meridian, ID, and Logos School, Moscow, ID

“In preparing for battle I have always found that plans are useless, but planning is indispensable.”

—Dwight D. Eisenhower

The same can be said of life. That’s why classical Christian schools seek to make students who can think so well and love so deeply, they can adjust with joy and faith to each job, each child, each election, each season life brings. We want to make cultural leaders wherever they go. Mock Trial is one of the best ways to get this done.

Sports

FORTITUDE WITH TEMPERANCE

Serving What You Love

Sports and balance. Many parents have difficulty making both of these happen.



Bloomfield Christian School, Bloomfield Hills, MI

The youth sports industry has grown by 55% in just the last eight years. *Time* magazine estimates sports is a 15.3 billion dollar industry, with travel teams and club sports on the rise. Sports injuries are on the rise as well, with 1.3 million kids suffering serious sports injuries according to *USA Today*, and those are just the ones who report it. As a parent raising up the next generation, how do you leverage everything sports has to offer without falling into the pitfalls? What’s the balance?

Ken Sugarman has been involved in sports for most of his life. He coached collegiate basketball for 15 years and is head basketball coach at a classical Christian school. Yet he describes this element of our culture as “sports gone mad.”

Why? One of the big reasons is scholarships.

According to Davies Owens, BaseCamp Live host and parent of three kids, only 2% of students get a sports scholarship. And they often end up attending colleges they would not have chosen otherwise. Between apparel, training, travel, equipment, team fees, gas, and other incidental expenses, some estimates show that if parents put the same amount of money in the bank starting at the young ages kids begin organized sports, they could pay for many college tuitions in full.

If we are telling our kids we are doing all this so they can get a scholarship, what happens when they don’t? According to a *Washington Post* article, perhaps the most important underlying message is, “I have to be the best or I’ve failed.” It’s deeply harmful to kids.

Scholarships aside, we parents want our kids to succeed. And we don't want to skip when it comes to opportunities for our kids. But just because you would do anything for your kids doesn't mean you should.

The journal *Family Relations* reports, "The more money families pour into youth sports, the more pressure their kids feel, and the less enjoyment and commitment they have for the sport." When parents are in the stands, the pressure goes up and the child's performance dips. 70% of kids quit sports by age of 13.

Why sports?

Sugarman points out that since "you are going to be on a team of some sort for the rest of your life—with your wife, your family, your workplace, your church—being able to recognize and support the gifts of others and sacrifice yourself for them" are powerful life lessons. Sports can teach these lessons.

You are going to be on a team of some sort for the rest of your life.

are powerful life lessons. Sports can teach these lessons.

Kelly Barbour, another parent involved in sports at his local classical Christian school, points out, "You learn a lot of lessons, especially in the team sport world, about how to push yourself to be more disciplined in the way you live, to do things you don't want to do, and to do things selflessly for other people."

Some of the best lessons are learned by playing pick-up games with neighbors and friends, a diminishing activity that needs to be brought back.

Barbour points out the best games of all. "If your kid asks you as a dad to go out and play in the yard—go play. Especially as dads, it may be outside of our comfort zone and we think it's not a good use of time. But it is! ... You as a parent are the best thing going for your kids."

Bringing balance

Sugarman's advice to parents?

Free your child to be coached, be a part of their team, and enjoy that process. ... Help them understand that however well they perform is not their identity. ... Join simple leagues, not those that travel around the country.



Christian Heritage Classical School, Longview, TX

Barbour recommends that parents don't ask, "Did you make varsity? How many points did you score? Did you beat so and so in practice?" Instead ask, "What did you learn about yourself today? How did you support your teammates? What did you contribute to the team today? It takes away the mentality of doing this for college or because mom and dad made me do it."

Sugarman reminds us not to live vicariously through our children. "We don't need to have our identity as parents wrapped up in our kids' sports." ■■



**BASECAMP
LIVE**

LISTEN NOW TO PODCAST & SHOW
ClassicalDifference.com/BaseCampLive

Hear the full interview with Ken Sugarman and Kelly Barbour, "SPORTS GONE MAD."



Providence Academy, Green Bay, WI

REPAIRING *the* RUINS CONFERENCE 2018

HIS TRUTH ENDURES to ALL GENERATIONS

This year's ACCS conference was the largest yet. Over 1200 attendees and more than 50 speakers came together in Frisco, TX, June 20–23, to make classical Christian education better than ever.



Speaker Highlights



Listen to the messages of these speakers at: ClassicalDifference.com/2018-conference.

JOHN MACARTHUR

Well-known president of The Master's University and pastor of Grace Community Church in CA, Dr. MacArthur supports classical Christian education and seeks to encourage the national movement. Since launching the popular "Grace to You" media ministry decades ago, and completing his first best-selling book in 1988, *The Gospel According to Jesus*, he has written nearly 400 books and study guides. Hear one of his messages from this year's conference.



ALISTAIR BEGG

Dr. Begg is pastor of Parkside Church in Cleveland, OH, and is a strong supporter of classical Christian education. His "Truth For Life" broadcast is heard daily across the nation on over 1650 radio stations. His talk highlighted the importance of pursuing Christ through the life of the mind.



GORDON PENNINGTON

As a marketing communications and advertising professional, Gordon has worked as a corporate director of marketing and advisor to some of the world's largest companies including Citicorp, J.P. Morgan Bank, Tommy Hilfiger, United States Council on Economic Development, Apple Computer, British Airways, CBS Television Network, Coca-Cola Company, and others. Gordon's keen interest in education has taken him to schools in 56 nations around the world, and he often shares helpful financial advice with our schools.



National Honor Choir

The inaugural ACCS National Honor Choir brought together our top student vocalists, and concluded Friday evening with an outstanding concert. Special thanks to NSA for sponsoring the event. Read more on page 17.



Geronimo, Amen!

The first half of this signature film was released at the ACCS conference.



See the *Geronimo, Amen!* trailer at: ClassicalDifference.com/2018-conference.

Podcasts—Live from the Conference

SOME THINGS DON'T CHANGE—RAISING A GENERATION WITH TRUTH

Learn how Dr. John MacArthur's own vision for classical Christian education led him to start a new program for teachers at The Master's University, where he is president. Despite constant cultural changes, God's Truth doesn't change—the word of God is alive and has the power to guide, direct, and encourage our children.



BASECAMP LIVE

LISTEN NOW TO PODCAST & SHOW

ClassicalDifference.com/BaseCampLive

- "SOME THINGS DON'T CHANGE"
- "DOES SINGING REALLY MATTER?"
- "GREAT BOOKS—GREAT TO WHOM?"



DOES SINGING REALLY MATTER?

Singing and playing music are a big deal at many classical schools. Is there more to it than being well-rounded? Why is it important to raise a generation to know and experience music that has stood the test of time over the centuries? The reasons may surprise you.

GREAT BOOKS—GREAT TO WHOM? AND WHY DO THEY MATTER?

Classical folks talk a lot about reading the "Great Books." What are the Great Books? Why are they any different than reading other books? And who decided they are great?

Captain Underpants and *Diary of a Wimpy Kid* are continuing to break sales records ... are they the next Great Books? Join Louis Markos to find out why the answers matter.

Chrysostom

THE NATIONAL ACCS ORATORY COMPETITION



Hear the winning speeches and learn more about John Chrysostom at ClassicalDifference.com/chrysostom.



FIRST PLACE: Abraham Martin
School of the Ozarks, Point Lookout, MO

"The Chrysostom Oratory Contest was, in many ways, the culmination of my education. It was the final demonstration of my ability to think clearly and communicate effectively. It proved to me that the classical Christian model truly does produce students who are capable of powerful rhetoric."

—Abraham Martin

RUNNER-UP: McKinley Traylor
Trinitas Christian School, Pensacola, FL



"If anyone asked me two years ago whether I would be willing to speak in front of over 1,000 people, I would have responded with a hearty "no." ... I can now say that I enjoyed the experience and would recommend participation to everyone, especially those who do not consider themselves good public speakers."

—McKinley Traylor

The competition is open to ACCS member school students. 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 speech.

If you know a student who might like to enter next year's competition, contact your school. Schools can get entry information on the ACCS's Member Resource Center.

Gatherings

Again this year, attendees set up their own gatherings and meetups from parents to headmasters. It's never too early to start thinking about who you'd like to meet at next year's conference.

- CHALLENGES OF SMALL AND STARTUP SCHOOLS
- BOARDS THAT WORK
- MUSIC PEER GATHERING
- TEA FOR WIVES OF HEADMASTERS
- EXPLORING INTEREST IN MISSIONS



Pre-conferences

PRACTICUMS

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



LEADERS DAY

An annual pre-conference for the ACCS, Leaders Day brings together those in leadership at our schools for encouragement, edification, and prayer.

Take a moment to encourage the leaders at your school today. ❖



**PLAN TO
JOIN US NEXT YEAR!**

**JUNE 12–15, 2019
ATLANTA, GEORGIA**

**WHO KNOWS WHAT YOU'LL LEARN,
WHO YOU'LL MEET, AND HOW YOU'LL CHANGE?**



5



Noah



Sydney

■ ALUMNI PROFILE

Five cCe Grads, Five Colleges, Five Majors ONE STORY

Hear from five recent grads of a classical Christian school after their first year of college.

Meet the Graduates

■ **NOAH** attends **MASSACHUSETTS INSTITUTE OF TECHNOLOGY** in Boston, MA.

■ **SYDNEY** attends **NORTHWEST NAZARENE UNIVERSITY** in Nampa, ID.

■ **MATTHEW** attends **SEATTLE PACIFIC UNIVERSITY** in Seattle, WA.

■ **HANNAH** attends **NEW SAINT ANDREWS COLLEGE** in Moscow, ID.

■ **KEANNA** attends **KING'S COLLEGE** in New York City, NY.

These five students represent two classical Christian colleges, two Christian colleges, and one technical school.

How did cCe prepare you for college?

■ **HANNAH**: I am very thankful that I had so many chances to speak in front of my class!

■ **KEANNA**: It gave me a great work ethic. Once I got to school everyone was panicking about how to manage their time and I felt that I had a good idea of how to do that, and how to manage doing a lot of essays and papers, which is especially helpful since I go to a classical college.

■ **SYDNEY**: For me, it was the connections in classical literature. You will sit in a literature or history class and some of these kids have no idea what the surrounding circumstances of the book are. Through the books we read in school, had a good grasp on the reality of their settings, which was super helpful.

■ **NOAH**: I think the biggest thing I took away was the ability to make good decisions in general, not just with regards to academics. Within the classical environment, your peers do not just expect you to perform academically well, but to act in a godly manner. When you get to college, even as a freshman, you're given a ton of freedom, but no one knows how to use that wisely. I see my friends making really bad decisions—and if you ask them they would probably say that they are bad—but they just don't have that same self-control and that same expectation.

There is a church across the river from campus that I attend, and the pastor asked, "What is wisdom?" One of the kids said, "It's intelligence, it's being smart." The pastor looked at him and said, "Well, there are a lot of intelligent people out there who are not wise." But that is the definition of most students at MIT. They have a lot of knowledge, they can do the most difficult integrals, and yet they can't make solid moral decisions.

What was the most surprising thing about college?

■ **MATTHEW**: You'll find that once you enter college, especially if it's far away from your parents or your home, you are on your own. And if you don't learn self-control before you enter college, you will not develop it in college. A lot of my peers came from really sheltered environments, and now have all of this freedom and they feel "cut loose." They were straight "A" students and now they are flunking out because they never had the personal integrity to focus themselves and align themselves with what they want for their lives.



Matthew



Hannah



Keanna

At my high school we had an environment where you were given the ability to face resistance and adversity, but also be safe in the sense that if you failed, there were people who would come alongside you. I was given the chance to grow with resistance, and overcome it. That makes you more deeply rooted and better suited for the college life.

If you could go back and ask yourself things to consider when evaluating a college, what would they be?

■ **HANNAH:** If I could give a word of advice to sophomores or juniors who are looking at college, I would tell them to go and live in the community for a day or two. I spent time with seniors, and it was amazing to understand who they are as people, what they want to be in life, and the things they hold dear. That's one of the reasons I chose to go to New Saint Andrews, because of the wonderful community. I wanted to be shaped to become like those people. The people you spend time with will shape you more than the things you are studying.

■ **KEANNA:** I grew up in an amazing community, so part of my decision included finding a college that had an amazing community. It's been really important for me to feel like I have a place where I belong, a place where I can make friends, people who are supportive of me and what I want to do. College isn't just about getting a good internship or taking classes so you can get your degree.

■ **MATTHEW:** Unless you have deep roots in the right things, you will be plucked up by going to college. Because you are given the freedom to choose any avenue ... the positive peer pressure goes away [in college].

■ **SYDNEY:** Be careful about the kind of community you want or think you are going to have. NNU is a Christian school in name, and if you find certain groups you're going to get that influence. But if you are at a Christian school that is also considered a "good" college, you will get kids that are good students that maybe aren't Christians. If you're at a state school, you will have Christian fellowship groups, and those kids' faith seem real and deeply rooted.

■ **MATTHEW:** Just because the school is named

Christian, don't expect it to be deeply rooted in anything that you saw in your classical Christian school.

■ **SYDNEY:** I agree with Matt—you can't always expect your college to align with your beliefs or even the Bible at times.

Was your cCe good preparation for the "real world?"

■ **NOAH:** After my first semester in college I can say that my school was better preparation for the "real world" than you would get at any public school, because you don't really need to experience and "do" the "real world." You need to be able to make judgments about the "real world" when you do meet with it.

■ **MATTHEW:** Many parents try to shelter their kids from the "real world," but classical training imbues you with wisdom. Simple "rule following" won't give you wisdom.

■ **KEANNA:** It's so important to know how to read well and think well, and [cCe] has really given me a great foundation for what I want to do.

■ **SYDNEY:** If you're going to be "in the world" in high school, and think that's going to prepare you for college, you're better off learning and discussing and delving into the issues of the world at [a classical school]. ■■

The people you spend time with will shape you more than the things you are studying.



BASECAMP LIVE

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ClassicalDifference.com/BaseCampLive

Hear the full interview, "5 GRADUATES, 5 COLLEGES, 1 YEAR LATER."



DOWN THE HALLWAY

2018 Blakey Prize in Fine Art



PAINTING

1st

"PAIA"
Megan Sheets
Cedar Tree Classical School, Ridgefield, WA

"'Paia' is a painted illustration of a picture I took while in Paia, a small town on the northern coast of Maui. I was on a walk through a neighborhood with my father right after it had rained. The scent of rain and wet pavement was in the air as we strolled along and looked at the wildly beautiful plant life. We passed a bush adorned with hibiscus flowers and I couldn't ignore it. As I stared at the delicate flowers, in that moment I was not inspired by any specific artist from past centuries. The only artist that deserved credit was God the Creator ... my inspiration came from the first artist that instilled art in me."



DRAWING

1st

"MY CHARLOTTE: GIRL WITH A WATERMELON"
Gabe McEachran
The Oaks: A Classical Christian Academy, Spokane Valley, WA

"A lot of my art has been influenced by Allan Lee's sketches. His drawings, though only using pencil, are very alive and flowing. I wanted to capture this in my 'Charlotte Portrait.' My little sister is always so alive and happy, and I wanted to capture that, even in a little moment like eating a watermelon at the beach."



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 paint.



PAINTING

2nd

"IN LIGHT OF CHRIST"

Sarah Grace Sapp
Evangel Classical Christian School, Alabaster, AL

"I was inspired to take this photograph of my one-year-old nephew one afternoon when I caught him looking out the window with such a look of innocence and wonder. ... I painted in black and gray to show what we are like without Christ, but when His glory and majesty shine on us (seen here in the light from the window), we are given true life. I used sheer layers of color where the light falls on my nephew's face to symbolize this miracle.

"I was inspired by the Dutch artist Johannes Vermeer, who is known for his paintings of everyday life. His focus on the purity of light, composition, and dignity of his subjects is exactly what my desire is in painting my nephew, who was born with Down's Syndrome. I endeavor to show his purity, dignity, and worth in the light of Christ."



DRAWING

2nd

"HARVEY LANDFALL, AUGUST 25, 2017"

Madison Gohlke
Annapolis Christian Academy, Corpus Christi, TX

"Ansel Adams' strikingly beautiful black and white photography of God's creation inspired this drawing. His use of value in dramatic lights and darks creates a compelling composition that demonstrates the beauty and power of God's created order. After Hurricane Harvey made landfall in my city, I walked around viewing the scene of destruction and felt compelled to capture it. As I took in the scenes before me, I began to see truth, goodness, and beauty in the midst of the destruction, not only in the ways people helped clean up the mess but even in the mess itself. God indeed redeems the chaos and destruction of this world."



AROUND THE WORLD

FINDING A WAY

From large organizations, to individual schools, to a single pastor—people are finding a way to bring education to those who need it most. In this issue, learn about a new school in Vietnam. Next up, go with an American school to visit their sister school in Rwanda.

A PASTOR CALLED TO VIETNAM

In a country where Christian persecution is a pressing and bleak reality, Pastor Bruce works tirelessly to transform Vietnam for Christ. His weapon of choice?

Classical Christian Education.

A dedicated servant of the Vietnamese people, Pastor Bruce spent decades serving church congregations and business leaders before his attention turned to the children of Vietnam. What sparked this change? At age 50, Pastor Bruce asked himself, “What am I going to do in Vietnam that will have the most significance?” His answer shifted the central mission of his life. “I think the formation of young Christians’ hearts and minds is the most significant thing.” With his adopted Vietnamese sons approaching schooling age, Pastor Bruce launched Veritas Learning Center, the first ACCS member school in Vietnam.

“We need to create communities and educate our children in a way that they know that God is real, He’s alive, He’s amazing, He’s perfect in every way,” Pastor Bruce says.



BASECAMP LIVE

LISTEN NOW TO PODCAST & SHOW

ClassicalDifference.com/BaseCampLive

Hear the full interview, “WHAT I LEARNED IN A VIETNAM PRISON ABOUT RAISING THE NEXT GENERATION.”

How does this differ from a “standard” Christian education? “It’s not math and English and science with prayer tucked on the end. It’s at the core—we’re developing lives that love truth, that love beauty, that love God and want to serve their neighbor.” He continues, “When we study arithmetic, we’re studying God’s logic. When we’re studying science, we’re studying what He created and how He created. When we study philosophy, we’re studying why God created the world, what’s the purpose?”

Pastor Bruce’s vision of truth-based education presents a stark contrast against the current backdrop of Vietnamese education. A recent survey asked university students in Hanoi and Ho Chi Minh City about the importance of honesty. The results revealed that 7% of the students believe that honesty is of some importance. “Within the schools, everything is false,” Pastor Bruce says. “You have to pay to pass exams or you need to pay the teacher to get extra tuition so that you can pass... It’s not supportive, it’s very aggressive against each other. Fighting to win the top prize... Generally, education is just the opposite of goodness, beauty, and truth.”

We’re developing lives that love truth, that love beauty, that love God and want to serve their neighbor.

—Pastor Bruce

While discussing the dire need for capital “T” Truth in education, Pastor Bruce relates a conversation with an 8th grader. “I was going through catechism with him and I asked him straight, ‘Do you believe this? Is this true for you?’ And he said, ‘Yeah it’s true, but I haven’t seen any real evidence of it.’ ... That’s where education in a Christian context is vital... Otherwise he’ll be lost. His parents probably came to Christ under severe persecution and now they’ve done well in life relatively, and so they want him to be educated. But unless we develop his mind and his heart, he will be lost. The first generation will be lost.”

The solution is simple, but it isn’t easy. Christianity is outlawed in Vietnam, which, aside from creating a very hostile cultural environment, means imminent danger for any missionary, pastor, or teacher associated with such a movement. In fact, Pastor Bruce was imprisoned for training pastors, and a church-planting colleague was beaten to death for his Christian service. While those in the U.S. still tip their hats to “Christian” things, the Vietnamese culture lacks any western respect for Christendom. Pastor Bruce notes, “In Vietnam, it’s not just money and outward corruption, corruption is just part of the lifestyle. And so to develop the heart and the mind in the presence of God is the only way forward. That’s what they need—they need that development of the heart and mind together.” ■■



HELP BUILD A LEGACY

We are deeply grateful for Pastor Bruce and his unflagging efforts to appease the desperate need for Truth in Vietnam. His school needs a new building to maintain their educational operating license, and continue their good work under Vietnam’s oppressive communist regime.



VISIT CLASSICALDIFFERENCE.COM/AROUNDTHEWORLD TO DONATE AND LEARN MORE.



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TRADITION



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*Stand at the crossroads and look, ask for the ancient paths, ask where
the good way is, and walk in it. – Jeremiah 6:16*



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Grove City, PA 16127

All Good Things

■ WESTMINSTER ACADEMY, MEMPHIS, TN

To celebrate the 100th day of school, the JK - 1st grade classes at Westminster Academy organized a toy drive for the children of St. Jude Hospital in Memphis. “We wanted to provide an opportunity for our students to experience the value and joy of giving to and serving others,” said first grade teacher Sheri Fisher. “Our goal was to collect 100 toys for the 100th day of school, but thanks to the generosity of Westminster parents and students, we were able to collect over 200 items that we hope will be a true blessing to the children at St. Jude.”

—Julie Nagem



■ CORNERSTONE ACADEMY, SNOHOMISH, WA

Our third graders study the Medieval Ages. To help with their understanding of the black plague, our teacher hid “fleas” (aka jelly beans in plastic eggs) on the playground. The students then created their plague masks complete with flowers in the beak before they went out to eradicate (aka collect the plastic eggs) the disease from our playground. This was a fun way to learn about this heavy topic and so memorable for the students.

—Michelle Jones

■ BAYSHORE CHRISTIAN SCHOOL, FAIRHOPE, AL

The third graders at Bayshore Christian School were recently studying a variety of weather systems. After a field trip to the local Wallace Tunnel Traffic Systems and Gulfquest Museum, students attended a follow-up field trip to local TV station WKRG News 5. While at WKRG, John Nodar shared with the students behind-the-scenes action of the weather forecast. Students viewed the green screen with the weather models in motion, and the optical illusion of how the weatherman was “looking” at the screen. These field trip experiences ignited a curiosity about meteorology and built background knowledge about our future weather studies.

—Ellen Estes





ACCS Member Schools

Abiding Savior Academy, SD
 Acacia Academy, IN
 Ad Fontes Academy, VA
 Agape Christi Academy, MN
 Agape Classical School Village, CA
 Agape Montessori Christian Academy, MS
 Agathos Classical School, TN
 Aletheia Christian School of Peoria, IL
 All Saints Church School, SC
 Alpha Omega Academy, TX
 Ambassador Christian Academy, NJ
 American Christian School, NJ
 Annapolis Christian Academy, TX
 Appomattox Christian Academy, VA
 Aquidneck Island Christian Academy, RI
 Arma Dei Academy, CO
 Arrow Preparatory Academy, WA
 Ascension Classical School, LA
 Augustine Christian Academy, OK
 Augustine Classical Academy, CO
 Augustine Classical Academy, NY
 Augustine School, TN
 Baldwin Christian School, WI
 Bayshore Christian School, AL
 Beacon Hill Classical Academy, CA
 Berean Baptist Academy, UT
 Blackburn Study Center, PA
 Bloomfield Christian School, MI
 Bonney Lake Christian Academy, WA
 Bradford Academy, NC
 Brookings Classical Christian School, SD
 Brookstone Schools, NC
 Brown County Christian Academy, OH
 Buffalo Creek Boys School, VA
 Cair Paravel Latin School, Inc., KS
 Caldwell Academy, NC
 Calvary Chapel Fluvanna School, VA
 Calvary Christian Academy, CA
 Calvary Christian Academy, NM
 Calvary Classical Academy, MN
 Calvary Classical School, VA
 Candies Creek Academy, TN
 Caritas Academy, AZ
 Cary Christian School, NC
 Cedar Tree Classical Christian School, WA
 Charis Classical School, WI
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 Christ Classical School, CA
 Christ Presbyterian School, LA
 Christ's Legacy Academy, TN

Christian Heritage Classical School, TX
 Citadel Christian School, TX
 Clapham School, IL
 Classical Christian Academy, ID
 Classical School of Wichita, KS
 Clear Lake Classical, IA
 Clemson Classical, SC
 Colquitt Christian Academy, GA
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 Coram Deo Academy, TX
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 Cornerstone Academy, TN
 Cornerstone Academy, WA
 Cornerstone Christian Academy, NM
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 Cornerstone Classical Christian Academy, AL
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 Covenant Academy, TX
 Covenant Christian Academy, MA
 Covenant Christian Academy, PA
 Covenant Christian Academy, TX
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 Covenant Christian School, GA
 Covenant Classical Academy, KY
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 Harvest Christian School, CA
 Haw River Christian Academy, NC
 Heritage Christian Academy, FL
 Heritage Christian Academy
 of North Idaho, ID
 Heritage Classical Academy, OH
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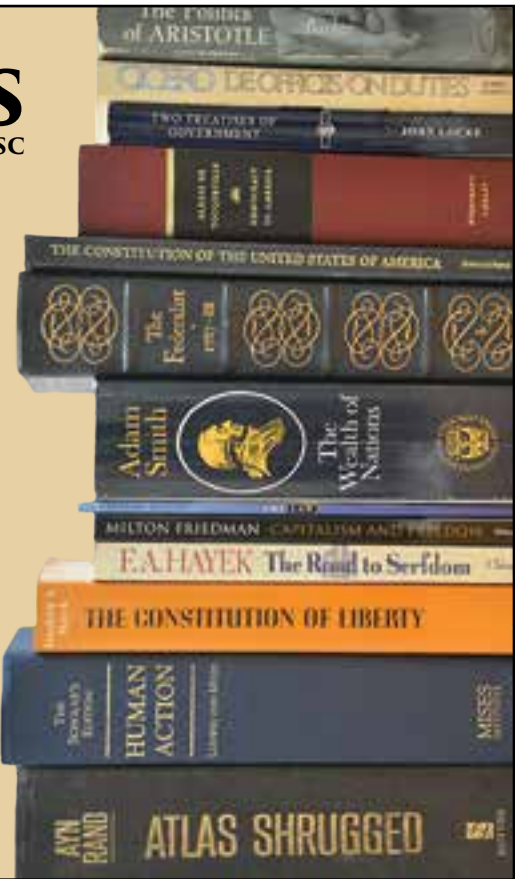
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