

THE CLASSICAL

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## CREATIVITY THAT'S NOT ABOUT YOU

p. 9

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*disco. scio. vivo.*

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## The test that takes 16 years to study for

80% of Fortune 500 companies use one particular psychometric test when hiring employees. Every college entrance exam has measured this attribute since 1940. Major, long-term studies show that this attribute is the most strongly correlated with academic success in college, career, and in leadership. No, it's not

STEM-related. Nor is there an AP class for it. But, you can develop and cultivate it in students over time. This attribute has a rather unassuming name, and is thus often understated in its value: verbal reasoning.

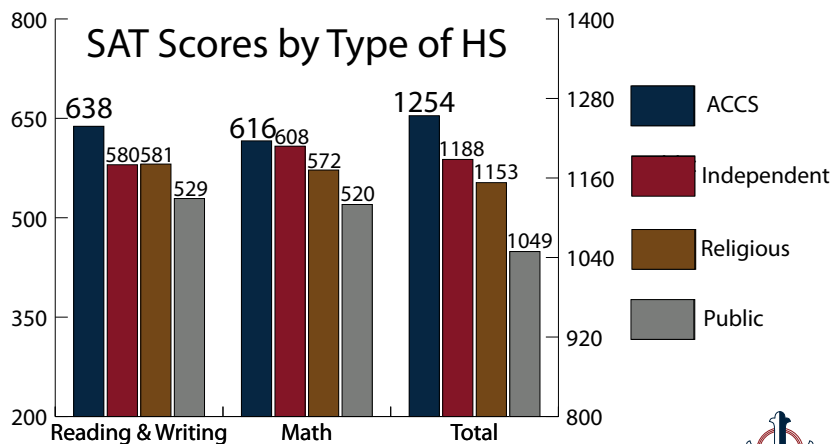
In truth, verbal reasoning impacts a broader suite of success factors than any other measurable attribute. If you remember your SATs, two scores make up the base 1600 point test—Quantitative Reasoning and Verbal Reasoning. Both of these attributes are developed through classical Christian education more so than by any other type of school. But, classical

Verbal reasoning impacts a broader suite of success factors than any other measurable attribute.

schools particularly advance verbal reasoning, so we'll focus on that.

Verbal reasoning makes people successful because most of what we do is work with people—in ministry, in business, and in life. If you want a project done, you need to explain it well. If you are on the listening end, you need to perceive what's being asked of you. And, you need to ask good questions about the objective. Those with high verbal reasoning skills logically draw conclusions from reading material. Those who can make logical inferences and anticipate the outcomes will make wiser decisions. They produce clearly organized reports and they articulate issues in a clear and simple manner. But verbal reasoning goes much deeper.

You've encountered these attributes in people so often in your life, you probably take them for granted, believing them to be just "in the nature" of the person. Sometimes, this ability is described as people who are "perceptive" or "smart," in that they quickly figure out what's needed and they



Data is from the 2018 ACCS Member School Survey and the College Board.

Data reflects 2018 high school graduates who took the new SAT during high school.



find creative solutions. But, if you consider what makes someone perceptive or smart, you're actually observing, in part, verbal reasoning skills. You may be surprised to learn that verbal reasoning can actually be trained.

Classical Christian students, on average, score about 100 points higher on the SAT's Verbal Reasoning score than their peers in the best private schools in the country, and higher still than other religious schools. It takes most of a student's life to develop verbal reasoning. It begins when children are very young—just over a year old as you read to them before bed. And it builds as students are consistently challenged by phonics and chapter books in early elementary. And, at classical schools, our books have much more developed language because they're from an older time when vocabularies were larger, ideas were more complex, and stories were more nuanced. As students grow through the grammar stage, their brains are imprinted with the structures of both Latin and English, which forms cerebral paths that last a lifetime.

In middle school, students study informal logical fallacies and then formal logic. This is not taught in other schools. But more importantly, they

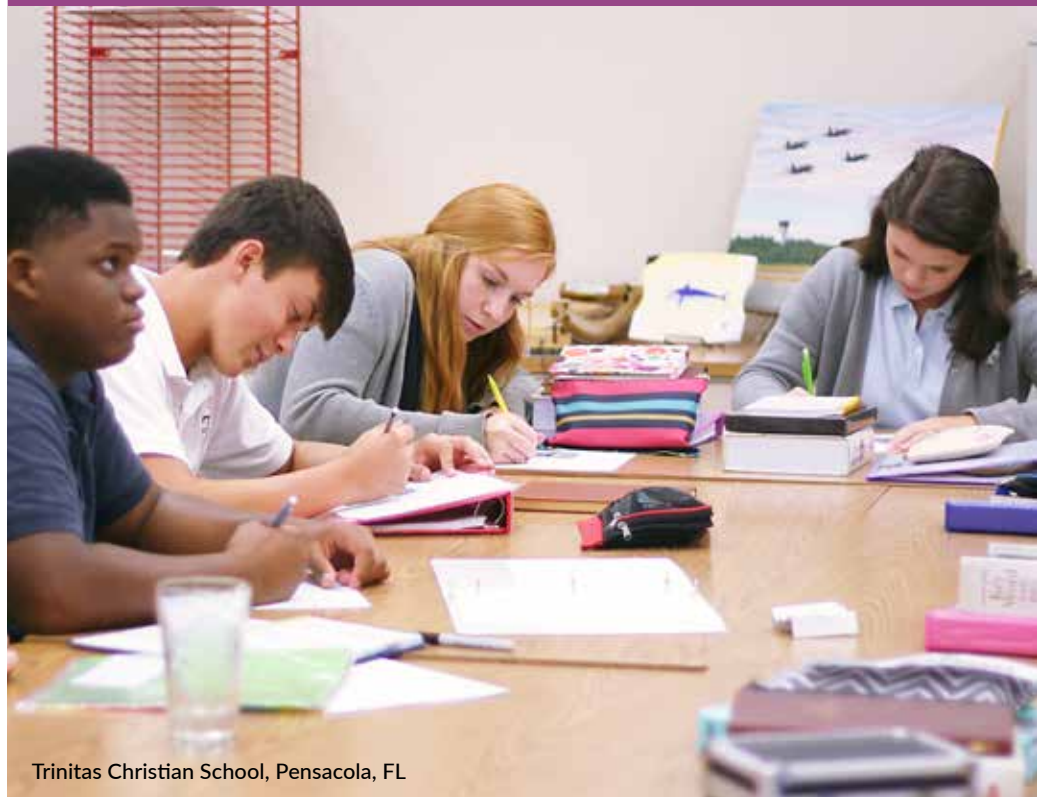
continue to engage works by Shakespeare, Milton, Dante, and the histories and ideas of ancient cultures. This broadens perspective and builds comparisons. Later, this will help them

with "analogy" questions on reasoning tests. By high school, students are fully engaged in ideas and rhetoric. "Ideas" involve logic and carefully nuanced vocabulary. Rhetoric brings students to think more quickly and express themselves with penetrating language.

Many of our seniors will soon be heading to college, and parents of younger students might already be busy preparing for that day. Classical Christian education does not seek high test scores, nor does it believe in "teaching to the test." Studying for the SAT or any verbal reasoning test just before you take it probably won't help much. But for those in classical Christian schools, a decade spent developing this vital attribute impacts the student for life. ■■

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

Do you have a student making decisions about college? See more on page 14.



Trinitas Christian School, Pensacola, FL





# CLASSICAL NEWS

## HURRICANE MICHAEL



On October 10 at approximately 10:30 am, Hurricane Michael hit Covenant Christian School, an ACCS member in Panama City, FL. One hundred days after the event, we received the following note from headmaster Michael Sabo.

“We are very appreciative of the ACCS community in this time. It has been incredible. God has been so good in this season. We are working through the physical aspects of rebuilding homes, school, churches, and community. There is still a great need. We hope to start the repair process of the CCS main building and gym in the next month.

We ask you to pray for the school rebuild but please pray for the spiritual and emotional needs of this community. You cannot escape the reminders of this storm—wherever you turn debris and trees are still on the ground. Pray the Lord will allow Covenant Christian School and the churches in this area to point those in need to a true source of hope. ☒

Read more on page 32.



Submit stories and quotes at [ClassicalDifference.com/submissions](https://ClassicalDifference.com/submissions). Published submissions are worth \$25 in lunch money.



## AT THE TOP OF THE STACKS

Want to dig deeper? Find exclusive articles, thoughtful essays, fresh ideas.

### ■ “SCIENCE, CAMBRIDGE, AND A QUEST FOR ANTIFRAGILE FAITH”

By G. TYLER FISCHER, *Head of School, Veritas Academy, Leola, PA*

### ■ “TODAY, WE FINISHED READING CHARLOTTE’S WEB.”

By FAITH SILVERTOOTH, *Teacher, Christian Heritage Classical School, Longview, TX*

### ■ “ART IS LONG, LIFE IS ETERNAL”

By ALAIN HOLM, *Mother and Teacher*



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## Missions

Did your school participate in a missions trip? We would love to share your stories, photos, and videos on *The Classical Difference* website!



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# Through the Looking Glass



St. Stephen's Academy, Beaverton, OR

## GETTING THE POINT

■ **TEACHER:** “Sisyphus—from the mythological character Sisyphus, who was condemned forever to roll a boulder up a hill without ever reaching the top.”

**STUDENT:** “That’s awesome. Bet that dude was totally ripped.”

—Submitted by CRAIG DUNHAM, *Petra Academy, Bozeman, MT*



## Century Watch

### THIS YEAR IN HISTORY: 1819

#### TRUSTEES OF DARTMOUTH COLLEGE V. WOODWARD

The *Dartmouth v. Woodward* case of 1819 was a landmark decision by the Supreme Court, and set a centuries-long precedent for private education.

#### Background

- In 1769, seven years prior to American independence, King George III issued a charter to Dartmouth College, which described the governing structure and vision of the college and granted land to the institution.
- In 1816, thirty years after the American Revolution and after giving the college several more parcels of land, the New Hampshire legislature tried to convert Dartmouth's charter to that of a public institution in efforts to reinstate the president previously deposed by the trustees, and to place power over hiring and trustee decisions into the hands of the state.
- The trustees of the college objected, declaring the act of the New Hampshire state government unconstitutional.
- The case was brought before Chief Justice John Marshall in 1819, who ruled in favor of Dartmouth College, maintaining that the sanctity of the contract is necessary to a functioning republic.

#### Significance

Largely recognized as one of the most important Supreme Court rulings, the *Dartmouth College v. Woodward* case limits the powers of the state to interfere with private contracts, including commercial contracts. This limit on government power protects private organizations, including education, from government intervention. It is our hope it will continue to protect the long term goals of modern private education in general and the work of the ACCS in particular. ■■

## DIY Parenting



"No one thing has ruined art so much in Western civilization as the cumulative nonsense about the artist as supra-rational genius... [This] may prime artistic egos, but it inevitably undermines the ministry of Christian art. Art is a task like building bridges and fixing meals; it takes intelligence, sensitivity to needs, and specialized knowledge."

—CALVIN SEERVELD

*Rainbows for the Fallen World: Aesthetic Life and Artistic Task*

## ART FOR KIDS' SAKE

BY HANNAH K. GRIESER

#### Artists by nature

If your child is old enough to get strawberry jam on his fingers, you've probably discovered that the desire

to leave a mark is nearly as instinctive to kids as the desire to eat and sleep. Children, as people made in the image of our Creator God, are born to be sub-creators who shape and adorn the world around them.

In order to teach art well, we must first of all unlearn what we've been duped into believing about art—that it's some kind of mysterious world that floats on an alternate plane between divinity and insanity, and where

[Continues on page 8 ...]





[... Continued from page 7]

only the inspired genius and the impulsive madman may enter. *Nonsense.*

By nature, kids will eat and kids will draw. And when we teach them how to approach a bowl of pasta or a box of paints, we are giving children the skills, principles, and tools they need.



### Artists by culture

If we genuinely want our kids to learn artistic skills, then somebody has to teach them, and believe it or not, that somebody can be you—especially when your kids are young. Few kids will learn to love what we don't, however, so lead by example wherever you can:

- Sit down and draw with your kids sometimes, even if it means letting them laugh at your inept stick figures.
- Read beautifully illustrated books together, taking time to admire the art on each page.
- When you find a favorite image from the books you've read, try copying it with tracing paper and pencils.
- Provide an easy-to-reach stock of paper, paints, colored pencils, and other art supplies.

- Find simple objects around the house, and attempt to reproduce the subtle light-to-dark shading you see.
- Point out the details you see in the world around you—the beauty of the sky or the budding trees as you drive to school together on a spring morning.

### Artists by nurture

Take the time to train young eyes and ears to notice and appreciate whatever is true and praiseworthy and beautiful. Gratitude is, after all, an act that begins with noticing. And noticing is a first step to good art.

So start paying attention, and then giving thanks—out loud, in the hearing of your children—for the good things you've noticed. Talk about the goodness of God. Talk about how His goodness can be seen through the things He's made. And point your kids toward artists who reflect God's goodness through the things that they make as well.

Art education, like all faithful Christian education, should set our kids on a lifelong trajectory toward maturity and wisdom. Good art—art that honors God—requires work. It requires discipline. It requires patience and careful instruction and practice, practice, practice. ■

Gratitude begins with noticing. And noticing is a first step to good art.

---

**HANNAH K. GRIESER** is an ACCS grad and designer of *The Classical Difference*. She and her husband, Jayson, live in Moscow, Idaho, with their five pig-farming, art-and-music-loving, baseball-playing sons—including one cancer survivor—all of whom attend Logos School. In her spare time, she designs graphics, photographs landscapes, dabbles in the garden, and writes. She is the author of *The Clouds Ye So Much Dread: Hard Times and the Kindness of God* (Canon Press, 2017), and her essays have appeared in *Books & Culture*, *Relief Journal*, *Reformed Perspective*, and *Desiring God*.





# ART

## FOR WHOSE SAKE?

BY TOM GARFIELD

The true work of art is but a shadow of the divine perfection.

—MICHELANGELO

Painting is self-discovery. Every good artist paints what he is.

—JACKSON POLLOCK

The bearded man up front was a “guest artist” so all undergrad art students had to attend his presentation.

Packed into an ancient classroom, we waited to be enlightened. He got right to talking about himself, his vision and his masterpiece, accompanied by a slide show. Through the generous funding of the National Endowment for the Arts (NEA), he had purchased a small, extinct volcano in Arizona. An earthmoving company was hired to dig a large

tunnel that plunged from outside of the volcano, traversed underneath it, and emerged inside the crater.

We all waited breathlessly for his denouement: “My art was the view of the sky people could see as they emerged from the tunnel and gazed upward!” Applause broke out from the underclassmen. During the following Q & A, our guest gave us his studied opinion that Michelangelo

“prostituted his work” because he worked for the Catholic church. (Apparently working for the NEA was a legitimate relationship.)

My friend and I committed heresy by suggesting that our guest’s work of “art” was an interesting geological project, but didn’t qualify as art. In the ensuing tense

An earthmoving company was hired to dig a large tunnel that plunged from outside of the volcano, traversed underneath it, and emerged inside the crater.





Heritage Arts Academy, Moscow, ID

discussion, he responded with some heat: “So you two think there are actually standards for art?!”

When we answered in the affirmative, he quipped that we should just get a bunch of followers, go to South America, and get them to “drink the Kool-Aid!” (This presentation took place shortly after 900 people had done just that, committing suicide with the cult leader Jim Jones.) We were laughed to scorn by the other art majors present, as they saw how masterfully he addressed our point.

If you study art history at all, you will certainly come across the phrase “art for art’s sake,” attributed to the French in the early 1800s. The basic idea is that art exists unto itself; it needs no other justification or purpose. Tossed on the landfill of history was the idea that art was to inform and bless others. Not surprisingly, shortly thereafter, the quaint, old standards of craftsmanship, skill, technique, and beauty went out with the trash. How do we know this, other than by reading the artists and philosophers of the period? Just take a visit to see what has come to adorn the walls

of the finest museums since that time; unlike the theory of evolution, you can actually trace the transformation of one accepted art form as it descends to another.

The Impressionists (late 1800s) took the first bold step on the thin ice of the new religion. But they didn’t break completely with old ways: their works, though less defined than their peers desired, still reflected a love of recognizable forms with the beauty of light and color. Even one of their own, Edgar Degas, stated: “Art isn’t about what you see, it’s about what you make others see.” What was he thinking, caring about the viewers? You can almost hear the twentieth-century art world chortling at his naivete.

The new religion grew and gained many followers. Sadly, the Church was in no shape then to pay attention to the art world. There is not room here to go into the overall cultural disaster in America that gained significant momentum in the late nineteenth and early twentieth centuries. Suffice it to say that while Christians were looking the other way, the pagans ran off with the arts and still have a rather firm grip on them.

Why should this matter to Christian parents and teachers? Christian educators rightly claim the critical necessity to instruct the young in Truth, Goodness, and Beauty. We all stand shoulder to shoulder pretty tightly when we profess and teach the first two principles of this trivium, but what about the third? It goes something like this: Truth—Christ is Lord!, Goodness—Love your neighbor as yourself!, Beauty— ...“Bueller? ... Bueller?”

Actually, this is quite a loaded topic so we tend to tread lightly, if at all. Even Christians (adults and students) can work up a huff if it looks like someone is stomping on their tastes. The response goes something like, “Are you saying that the band (movie, book, painting) I happen to like is sinful? Who are you to say what’s beautiful?”

After getting a fine arts degree from our local secular university, I could regale you with horror stories disguised as art education. It wasn’t pretty or helpful. So starting an art program at Logos School was an exercise in the blind leading the blind. After 36 years of teaching art to children (and reading the Bible, as well as some solid Christian authors), I discovered a profound truth—nothing in this life, including art, is about me! And, as I like to tell students, it’s not about them, either. God is not silent about the arts or the creative process; after all, He IS the Creator! We might want to search out what He says about making beautiful things (e.g., Phil. 4:8).





Turns out that art, as with all created gifts, is for God's sake, not its own—which means it's for the sake and blessing of others, too. That means that Christian artists, students and adults, should offer God (and their neighbor) the best works of art possible. Skill, craftsmanship, beauty, clarity, balance, and other timeless elements are to be studied and practiced to produce an almost endless variety of quality artistic works. Look around—the Father still delights in making a plethora of amazing creations. In almost any one of our Pacific Northwest sunsets, He paints with colors and shapes that are never the same night to night, on a canvas spanning the horizon!

It's all about imitating Him, our Father, as beloved children. ■■



**TOM GARFIELD** was superintendent of Logos School from its opening in 1981 until 2016. He has a BFA degree in art and education, and a master's in educational administration, both from the University of Idaho. Tom taught history, art, and Bible, and directed drama productions at Logos School for over 35 years. He served as a founding board member of the

Association of Classical and Christian Schools (ACCS) for 25 years. After retiring from Logos School in 2017, Tom opened Heritage Arts Academy in Moscow, Idaho. In addition, he is the dean of academics for Veritas Scholars Academy. He and his wife, Julie, have four children and eleven grandchildren.

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~ Steve Turley

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# LEAN OUT or *LEAN IN*

BY ROB  
SENTZ

## LIBERAL ARTS as a PATH to LEADERSHIP

As Christians, we can agree that education is about a lot more than securing a good job. In his essay “Our English Syllabus,” C.S. Lewis writes that the purpose

of education is to produce the good man, “the man of good taste and good feeling; the interesting and interested man.”

Lewis is working with the same definition of education as the seminal Yale Report of 1828, which argued that the point



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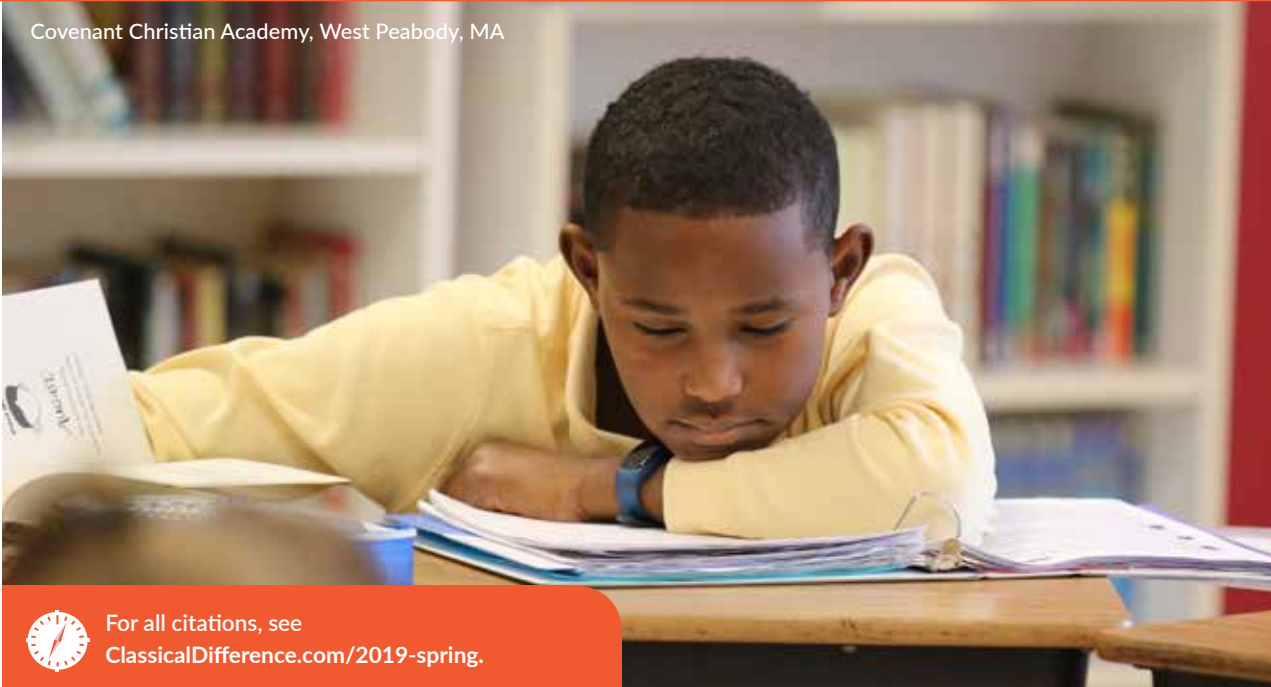
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Covenant Christian Academy, West Peabody, MA



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of college education is to lay a foundation that is “broad, and deep, and solid.” Specifically, college should impart critical skills not included in mere job training, such as “the art of fixing the attention,” “analyzing a subject,” following “the course of argument,” and “balancing ... evidence.”

Today, what Lewis and the Yale Report writers mean by “education” is what we call classical education, or the liberal arts. Here, “liberal” doesn’t mean not conservative (in the political sense). The word hails from the Latin “liberalis” meaning free, honorable, and generous—characteristics of a leader and a society builder.

This vision for education stands in contrast to an increasingly dominant notion that college should primarily

---

If education is beaten by  
 training, civilization dies.  
 —C.S. Lewis

---

be judged based on its vocational merit which “aims at making not a good man, but a good banker, a good electrician, or a good surgeon,” says Lewis. Of course, we do need bankers, electricians, and surgeons, and of course they do need highly technical training, but as Lewis points out, our ideal should be to find time for both education and training, “for if education is beaten by training, *civilization dies*” (emphasis mine).

So can you manage both education and training? Yes. As I’ll show you, a good education and a good career are not mutually exclusive.

## WHAT YOU CAN DO WITH A LIBERAL ARTS DEGREE

### Liberal Arts Grads Hold Solid, High-Paying Jobs

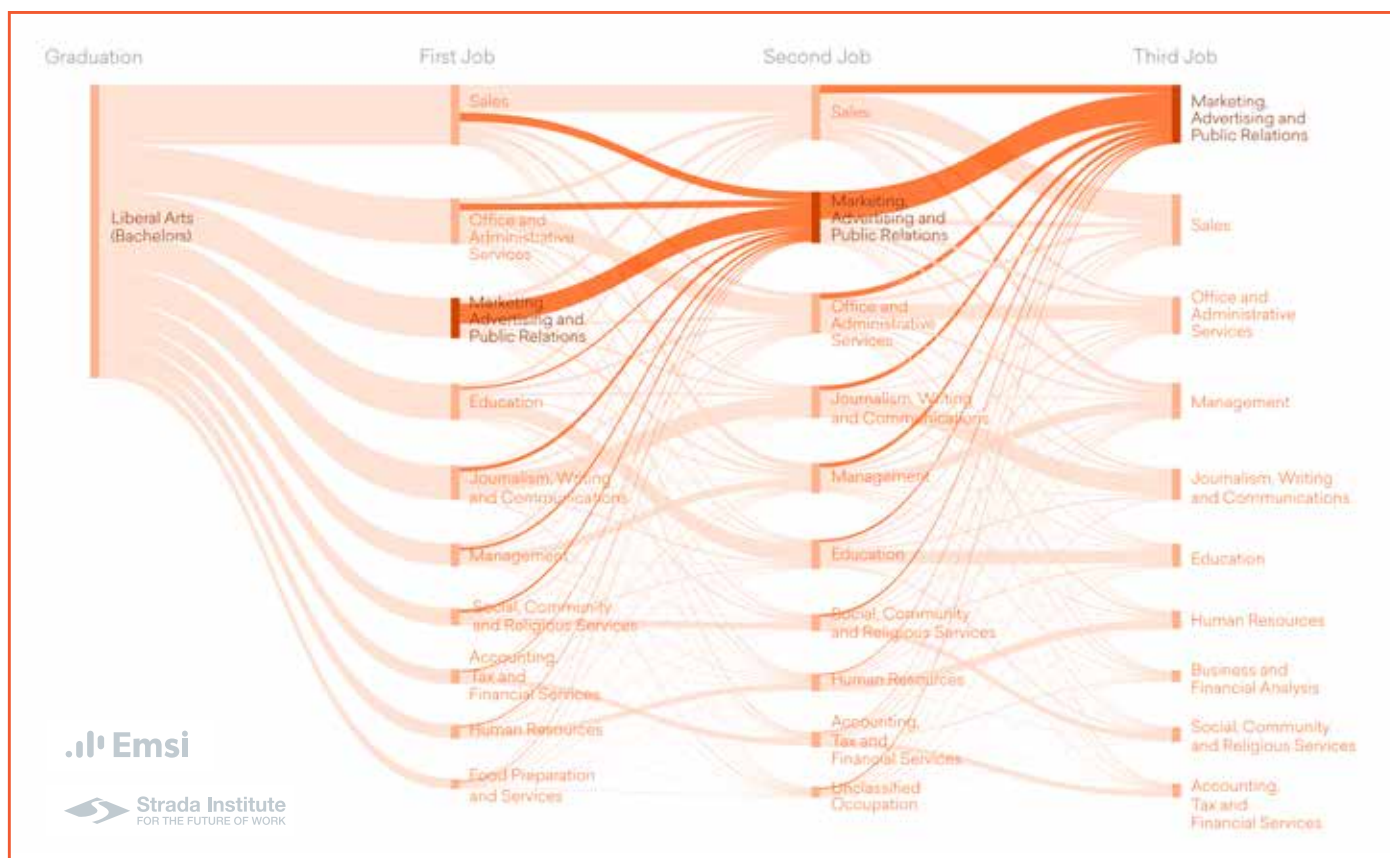
I recently co-authored a report that evaluates the careers of liberal arts graduates. Analyzing tens of thousands of résumés and professional profiles, we discovered that liberal arts grads are employed in a wide variety of good jobs. Common first jobs include positions in sales, marketing, business, management, and finance. If you (or your parents, family, or teachers) worry that you can’t get a good job with a liberal arts degree, this data should put those fears to rest.

### Most Common First Jobs for Liberal Arts Graduates

OCCUPATION CATEGORY\*

Sales .....	14%
Office and Administrative Services .....	9%
Marketing, Advertising, and Public Relations .....	9%
Business and Financial Analysis .....	6%
Management .....	6%
Accounting, Tax, and Financial Services .....	6%
Education .....	5%
Social, Community, and Religious Services .....	5%
Human Resources .....	4%
Customer Service .....	3%
Journalism, Writing, and Communications .....	2%
Food Preparation, and Services .....	2%
Logistics and Procurement .....	2%
IT Networks and Systems .....	2%

\*Emsi Résumé and Profile Analysis, 2018



Furthermore, liberal arts grads don't get stuck. They tend to be lifelong learners who progress to better jobs over time. The above chart illustrates liberal arts grads' second and third jobs. Notice the variety. In our chart we point out how many head to marketing over time. But also notice the incredible variation. Grads move from admin to sales, from writing to marketing, from education to management. Their broad foundation and ability to take on a wide variety of tasks has equipped them to naturally progress into new areas.

### COMBINING HUMAN SKILLS AND TECHNICAL SKILLS

The primary criticism of the liberal arts degree is that it doesn't prepare you for a job. Now, a liberal arts degree is not career *specific*, but this lack of one-to-one correlation with a particular job is no obstacle if the liberal arts student supplements with a few technical skills.

In our analysis, we observed the strategic value of combining human skills—like communication, analytical thinking, leadership, teamwork, creative problem-solving—with technical skills. Liberal arts grads are already

qualified for numerous jobs without additional training, but those who do learn hard skills like coding, accounting, or software development frequently find open doors to even greater opportunities and are highly sought after by employers (even those in STEM careers).

America's top jobs and in-demand skills are always changing. One thing, however, will remain the same. Good people—the product of a Christian liberal arts education—will always be indispensable.

Here's a personal example. I work for Emsi, a labor market analytics firm that specializes in data, software, and consulting services for a wide array of clients across the U.S. and internationally. A large percentage of Emsi's 180 employees are alumni from New Saint Andrews, a Christian liberal arts college. Much like the data in the previous section



indicates, these grads are employed in a wide variety of careers. They work as executives, writers, web developers, data analysts, software engineers, marketing managers, and event planners. They run our finance department, lead our engineering team, manage sales, head up product development. In every case, their strong foundation and ability to solve problems (all work is really just problem-solving after all) has put them at a distinct advantage. From there, they add additional technical skills to complement their human skills—whether it's through work experience, online classes, internships, and other opportunities.

America's top jobs and in-demand skills are always changing. One thing, however, will remain the same. Good people—the sort C.S. Lewis talked about, the product of a Christian liberal arts education—will always be indispensable. Here you have a distinct advantage. You have a rock-solid foundation on which to add technical skills. But build that foundation first. The more you do, the more you will join an increasingly rare breed who can communicate, lead, be a team player, problem solve, innovate—and code a website.

The Saint Constantine School, Houston, TX



## LEAN IN AND WORK HARD

As you look back on your K–12 education, you should feel tremendous gratitude. Your education is building you into a kingdom fighter who studies, reasons, discerns, and takes the lead like Christ. Don't toss that aside! Don't assume that since you've studied Latin since second grade and you've "had" all that classical education, there isn't *much* more to learn with liberal arts at a faithful Christian college.

I'm not saying everyone *must* get a liberal arts degree from a Christian college. But, based on my experience and observations from the data, you will be giving yourself a two-fold advantage if you attend a faithful classical Christian college. Don't be ashamed of that choice. Build on what you've been given and keep yourself in community with fellow believers and in touch with your true foundation and the Word.

God has used your education to bless and build you. At no point in your life should you feel like you need to escape this in order to succeed. Don't lean away. Lean in. Embrace the gift. As you do, God will bless you. And one of those blessings will be good work. ■■

**ROB SENTZ** is the chief innovation officer and marketing manager at Emsi, a labor market analytics firm in Moscow, Idaho. He recently published the report *Robot Ready: Human Skills for the Future of Work*, which explores the labor market outcomes of liberal arts graduates. Read more about his work at [EconomicModeling.com/media](http://EconomicModeling.com/media). Rob and his wife, Bonnie, have five children, all of whom attend Logos School in Moscow, ID.

## Employers Don't Need Data to Know: A Good Employee Is Hard to Find

### BUT THE DATA DOES BACK THEM UP.

Previously, we mentioned Google's "Project Oxygen" which concluded that the following are the most important qualities of top employees:

- Being a good coach
- Communicating and listening well
- Possessing insights into others (including others' different values and points of view)
- Having empathy toward and being supportive of one's colleagues
- Being a good critical thinker and problem solver
- Being able to make connections across complex ideas

STEM skills were last on their list.

Forbes, Harvard, and even the NEA are acknowledging that something is missing from the prevailing educational framework.



Read more at [ClassicalDifference.com/good-employee](http://ClassicalDifference.com/good-employee)

# Reclaiming the Media for Christ

## CCE trains national journalists

BY NICOLE AULT



My first journalism exercise, of sorts, was on my senior class capstone trip to Europe, and I didn't even know it. As we trekked through Greece and Italy with pens and notebooks, taking notes and sketching

scenes, we recorded and synthesized experiences like reporters. In keeping

with an important tenet of classical Christian education (CCE), we imitated a master work—in our case Mark Twain's *Innocents Abroad*, his account of his Mediterranean travels. (Twain was a journalist, before he reached *Tom Sawyer* fame.)

At the time, I didn't think much about journalism formally. But with its liberal-arts emphasis, CCE is supposed to prepare students for any field of work—and that includes reporting. What if our country's most persuasive, top-notch journalists were classically educated?

It almost goes without saying that CCE, done well, equips students with the basics for good journalism. The

emphasis on logic and structured writing particularly develops expertise in the writing process. From our seventh-grade essays on *The Epic of Gilgamesh* through our senior thesis, our assignments drilled into us universal principles of good writing.

But compelling writing needs to answer thought-provoking, creative questions that carry the reader to the heart of the story. In the world of reporting, we need more of what CCE teaches, especially in the dialectic stage—courteous discussion of meaningful, often hard, questions.

As I delve further into journalism, one principle stands out: the best journalists are well read. Beyond



the nuts and bolts of writing and arguing, the great literature so essential to CCE provides an intellectual context, a depth of mind and of creativity, essential to good journalism. I have begun to learn, I hope, to know what images will make readers exclaim, “Wait, that’s from Shakespeare!” and to convey multiple layers of meaning with a single word or meaningful metaphor.

This literacy includes, perhaps most of all, biblical literacy, which pervades even the works of non-Christian writers. Memorizing Bible verses in

every thought captive to obey Christ.” That mindset makes journalism much more exciting, and beautiful.

A journalist will have to tackle any number of subjects, and sometimes, they won’t be appealing. I’ve dragged my feet on many an assignment. But recognizing that all things glorify one God, and that all humans are made in His image, gives purpose and meaning and interest to each assignment. It becomes a gift, then, to tell each story. ■■

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**NICOLE AULT** currently attends Hillsdale College where she is editor for the school newspaper. During summer internships, she has contributed to and written more than 60 articles, which have appeared in *The Washington Times*, *Industry Dive*, and *World* magazine. She has also been published in *The Wall Street Journal*. She believes Rockbridge Academy laid much of the foundation for her current pursuits by teaching strong, logical writing and encouraging a curiosity about the world that’s essential for good reporting.

The difference  
between the right word  
and the almost right  
word is the difference  
between lightning and  
a lightning bug.  
—Mark Twain

grammar school and sweating over junior-year analyses of biblical texts allow a writer to add depth to his work by referencing the most-read book in the world.

Through literature and all other subjects of the liberal arts education, CCE provides something more fundamental as well: an understanding that the world is integrated and purposeful, and therefore abundantly fascinating. Everything in creation, CCE teaches, belongs to God, and studying the world—from ancient literature to calculus—is a way of knowing Him better. There is nothing to fear and everything to learn. Life is rich.

The motto of Rockbridge Academy, the classical school I attended K–12, epitomizes this: *In captivitatem redigentes, omnem intellectum*, from 2 Corinthians 10:5, “We destroy arguments and every lofty opinion raised against the knowledge of God, and take



# FOOD *for* Thought

BY CHRIS  
MAIOCCA



Veritas School, Richmond, VA

## WHAT CLASSICALLY TRAINED CHEFS CAN TEACH US ABOUT CLASSICAL EDUCATION

### IRON CHEFS IN THE CLASSROOM

We have all heard the term, “classically trained chef,” but what does it mean? Those of us who

are parents and patrons of schools who claim to “classically train” our children

may wonder—are there any similarities between a classically trained *chef* and a classically trained *student*? Indeed, there are. In fact, I have found that the simplest way to explain what we mean by the well-worn phrase “classical education,” is to draw an analogy between what we are attempting to do in our schools, and what the culinary masters are attempting to do in theirs.

The task of the latter is decidedly daunting. For example, did you know that there are over two million species of

mushrooms in the world, and ten-thousand kinds of tomatoes? And two ingredients are barely a drop in the ocean when compared to a global pantry that stretches from the vineyards of Napa to the arctic fisheries strewn across the Bering Sea—not to mention the endless combinations of these ingredients and infinite possibilities of presentation.

Many of us are aware that the basic genius behind a classical education is the discovery that human beings can master spheres of knowledge, only as they pass through three distinct stages of apprehension. We call these the grammar, logic, and rhetoric stages respectively, and call it the *trivium* when viewed as a whole.



## THE CULINARY TRIVIUM

“Grammar names, logic orders, rhetoric colors”—the medieval scholars were wont to say, and with rare exceptions, the chefs who have reached the top of their field have been exposed to this “pattern of learning” at their respective schools.

**GRAMMAR NAMES.** We cannot take dominion of a realm until we have learned the language of that realm. To be sure, this is why God commanded Adam first to *name* the animals. Interestingly, if you go to the website of the Culinary Institute of America, the very first course students must take is “Culinary Fundamentals,” which, in the words of their handbook, focuses entirely on “the study of ingredients.” Before an aspiring chef can master the world of cookery, he must first master the *language* of cookery—the spices, the proteins, the herbs, the cheeses. All these must be memorized and stored safely away. These are the reference points marking the path to the second stage of the trivium.

**LOGIC ORDERS.** The next step to mastering any sphere of knowledge is to learn how the constituent parts relate to one another, how they fit together, or how they work against each other. Knowing these will help our chef understand *why* the brine of parmesan melds so beautifully with bolognese sauce, *why* acid cuts through fat, and *why* peanut anything mixed with chocolate can make even a hardened barbarian feel warm and fuzzy inside. Once he has grasped these basic laws of gastronomy, he is ready to move on to the third and final stage of the trivium.

**RHETORIC COLORS.** “Why do you work on this day and night?” someone asked Dostoevsky as he labored tirelessly on *The Brothers Karamazov*. “Because if I can finish it, *I will have expressed myself perfectly.*”

Here is the great goal of the trivium and of classical training in general. Here is the reason why our chef has spent so many toilsome hours taxonomizing



thousands of ingredients and why he has labored so incessantly to discover how they all fit together—so that he may express himself *perfectly*—through a plate of food. Having passed through the grammar and logic stages, he is now ready to learn the rhetoric of gastronomy. In other words, he is prepared to layer colors, to juxtapose textures, and to control, with extreme precision, the exact order in which the various flavors will hit the palette. In a

Before an aspiring chef  
can master the world of  
cookery, he must first  
master the *language*.

word, he is ready to *express* his work to the world. His formal training is now over, the trivium completed. He is now a classically trained chef.

## LEARNING A RECIPE VS. LEARNING TO COOK

Two of the longest running shows on “Food Network” are *Chopped* and *Iron Chef*. The former gathers local cooks from across the country and places them in front of a basket containing “mystery” ingredients, giving them 20 minutes to create a meal which will impress the judges.

*Iron Chef* is a little different. Here, the top chefs in the country are invited to pit their skills against the absolute best chefs in the world—a veritable “pantheon of culinary gods” as the host describes them. This program arranges champion against challenger and bids each to create five dishes that must showcase a “secret ingredient”—one that is often very difficult to work with.

To watch *Iron Chef* is something akin to what it must have been like to observe Michelangelo chip away at David, or to watch Van Gogh place the final strokes on *Sunflowers*. The level of mastery is breathtaking. The dexterity to set five world-class dishes before the toughest food critics in the country is amazing; but to do it with grace, beauty, *and* in under an hour—well, this borders on miraculous.

*Chopped*, on the other hand, is a different story. When the contestants open their baskets, they look perplexed. Sometimes they can’t finish in the allotted time, and on many occasions the judges probably *wish* they hadn’t. Panic sets in and they either forget to plate a required ingredient, throw in the towel, or cut themselves in haste, serving up a dish bespattered with blood. Ouch. *Chopped*.

So, what can account for the radically different outcomes of these two

[Continues on page 33 ...]

# She's looking to **YOU** ...

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# DOWN THE HALLWAY



After Leonardo da Vinci

Williams

## "DRAPERY STUDY AFTER LEONARDO DA VINCI"

Emma Williams, Grade 8  
Rockbridge Academy, Millersville, MD

"The students reproduced this famous drapery study by Leonardo da Vinci while striving to use at least six distinct steps of value and working to express both hard and soft edges in order to effectively model the draped form."

*Submitted by Sonmin Crane*

Sarah Gentry, Grade 10  
Westminster Academy, Memphis, TN

"Grasping, praying, and stretching out in nonverbal cries for help ... the hands depict an unspoken cry for liberation. They represent unbelievers' souls reaching for the mercy of God's outstretched hand of salvation."

*—Sarah's artist statement,*

*Submitted by art teacher Jocelyn Collins*







## 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](https://ClassicalDifference.com/submissions). Published student works earn a **\$10 Amazon gift card** for purchasing classic books. Or paint.



### "I SHALL RISE AGAIN"

Sua Cho, Grade 11

Cary Christian School, Cary, NC

The students were asked to create a drawing of a gothic window based on William Blake's poem, "The Divine Image." This was inspired by the line, "Pity a human face, And Love, the human form divine." Christ is wearing both the crown of thorns and a golden crown above it, which insinuates that the heavenly glory accompanies earthly suffering but exceeds it greatly. Bright green is the color of life; rich purple represents peace and dignity; yellow shows joy and honor that follows the fulfillment of God's will ... there are no blending of these colors or even shading of lukewarmness or indecisiveness that is condemned in the Scriptures.

*Submitted by Angela Somer*



### A TIMELESS HOLIDAY FAVORITE

Eden Brenneman, Grade 11

Classical School of Wichita, Wichita, KS

Eden's Notre Dame de Paris was assigned as a special project in Omnibus—a course that covers history, literature, and religion. For the project, students could choose their own medium.

*CSW Facebook page*

## The Divine Image

by William Blake  
(1789)

To Mercy, Pity, Peace, and Love,  
All pray in their distress:  
And to these virtues of delight  
Return their thankfulness.

For Mercy, Pity, Peace, and Love,  
Is God, our father dear:  
And Mercy, Pity, Peace, and Love,  
Is Man, his child and care.

For Mercy has a human heart,  
Pity, a human face:  
And Love, the human form divine,  
And Peace, the human dress. ...



# Parent School

In the last issue we talked about the various ways schools help parents get a taste of classical Christian education with seminars, classes, reading groups, and even field trips. Here are some responses.

“Last year, I participated in a parents’ seminar at my children’s classical Christian school. ... I’d never read John Updike’s *Pigeon Feathers* nor his *Dentistry and Doubt*, but after discussing them with new friends around a table, at first I wondered how I’d ever missed them. But as the weeks progressed, I quickly saw that without having discussed these works as a group, I could have read them on my own but still missed them—completely. ... At 9 o’clock, when the discussions came to an end, my heart would ache from the beauties I’d glimpsed and the searing truths I’d begun to perceive with the help of others who’d also moved from the solitary to the shared experience of reading fantastically crafted stories together.”

— SHANNON GEIGER, mom of a junior at  
Cambridge School of Dallas, TX

Providence Classical School, Spring, TX



Do you know someone who might like to come alongside parents at your school?



Find ideas from other schools and more detailed testimonials: [ClassicalDifference.com/parent-school](http://ClassicalDifference.com/parent-school)



Rockridge Academy, Millersville, MD

“Our next 5-week seminar for parents will be on *Confessions*. Last time it was *Gilgamesh*. They loved it.”

—JEANETTE FAULKNER, Grace Classical  
Christian Academy, Granbury, TX

“When [I first became involved with CCE] I had NO IDEA what classical education even was! I have come a long way since that first encounter 13 years ago. If I can do this, anyone can!”

—BOBBIE POST, upper school humanities and rhetoric teacher,  
The Ambrose School, Meridian, ID



# Do as I Do

We wanted to know the TOP BOOKS parents should read to start sharing in their kids' classical Christian education.

Whether for their own good, for better conversation with their kids, or both, many parents are hungry for a small taste of the education they missed. We heard from parents and teachers, and here is our list of the favorites. OK, we cheated, and made three.

Many parents are hungry for a small taste of the education they missed.



## From parents

- *Frankenstein* by Mary Shelley
- *Mere Christianity/The Screwtape Letters* by C.S. Lewis
- *To Kill a Mockingbird* by Harper Lee

Parents are living the difference of CCE each day. We love to get notes, letters, and stories. Visit:



[ClassicalDifference.com/notes](http://ClassicalDifference.com/notes)  
[ClassicalDifference.com/submissions](http://ClassicalDifference.com/submissions)



## From teachers

**TEACHER TIP:**  
Each year pick one book, any book, from your child's current syllabus.

- *On the Incarnation* by Athanasius
- *Confessions* by Augustine
- *Tale of Two Cities* by Charles Dickens
- Honorable Mention: *The Divine Comedy* by Dante Alighieri.

A teacher favorite, we noticed it always came with the warning, "Don't try this alone." For company, take along Jason M. Baxter's *A Beginner's Guide to Dante's Divine Comedy*.

"CHRISTIAN PARENTS are ultimately responsible for the spiritual formation of their children. Not a school. Not a day care. Not a church."

—STEPHEN WITMER, *DesiringGod.org*



Answering the question, "Why should I read a good book?"

- *Ten Ways to Destroy the Imagination of Your Child* by Anthony Esolen
- *Tending the Heart of Virtue* by Vigen Guroian
- *Ideas Have Consequences* by Richard Weaver ■■

# For the Love of Pets

## Caesar's advice for millennials

BY JACKSON YENOR



ACCS Project Manager Jackson Yenor says, "I love my cats in spite of what Caesar says."

Millennials love their pets. By some estimates, pets make up a 70-billion-dollar industry. And what is the latest company benefit? "Pet insurance" to attract talented young employees.

Census data also indicates that younger generations marry less, start families later, and have fewer children. And they report increasingly high rates of loneliness. The lonelier people become, it seems, the more likely they are to humanize animals.

In the late stages of the Roman Republic, Julius Caesar noted a similar trend in Rome.

Plutarch writes:

*"On seeing certain wealthy foreigners carrying puppies and young monkeys about in their bosoms and fondling them" Caesar "rebuked those who squander on animals that proneness to love and loving affection which is ours by nature, and which is due only to our fellow-men. Since, then, our souls are by nature possessed of great fondness for learning and fondness for seeing, it is surely reasonable to chide those who abuse this fondness on objects unworthy either of their eyes or ears, to the neglect of those which are good and serviceable. ... It is meet, therefore, that he pursue what is best ..."*

Caesar shared a valuable insight. True love begins when we recognize that the objects of our highest affections should be one another. Whole communities, beginning with the family, address our real need for companionship and love. That love is squandered when it is devoted more to animals than to people. And we need to intentionally pursue what is best. As classical educators are so fond of saying, we are to "pursue excellence in all things," especially in ourselves and our relationships.

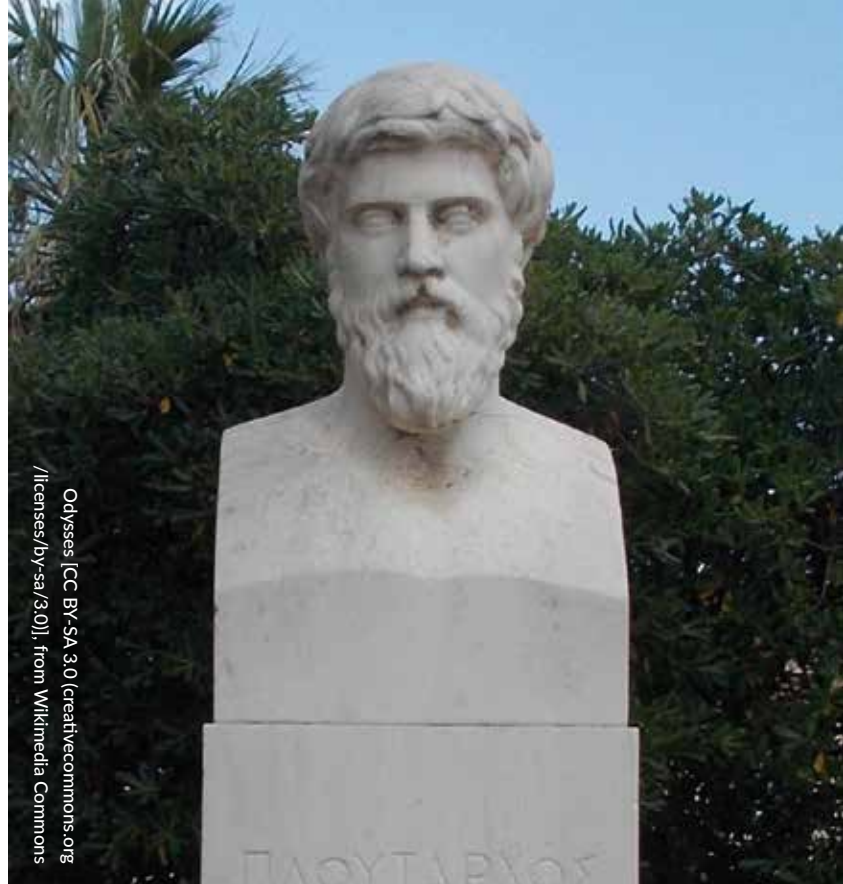
Following Caesar's example, the reasons behind today's animal-centered trend are worth considering. Is it



Love is squandered when  
it is devoted more to  
animals than to people.

a symptom of our society's increasing inability to love imperfect and unpredictable people (think Covington)? Do we opt to be pet owners to mitigate the risks of suffering? Are we willing to compromise and sacrifice for kids, a spouse, a friend, or a church? Do we foolishly believe that a modern lifestyle with pets (and phones) lessens or removes our need to maintain close human bonds?

Caesar might have even sensed this fear behind the pandering—a fear that weakens communities. He perhaps knew the cost of loving real people would not be covered by other distractions. And no amount of pet insurance can ever change that. ■■



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Plutarch's bust at Chaeronea, his home town.



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# Marvel

## The four ages of superheroes

BY LEAH MARCH

© Dolby Cinemas

We love heroes. From *The Epic of Gilgamesh* to modern Marvel comics, the heroic ideal dominates literature and media. Superhero movies consistently offer top box-office performances, garnering over \$2.8B in 2018.

A record-breaking eleven superhero films are set to release in 2019. It seems the cultural appetite for superheroes has hardly declined since the myths of the Greek Pantheon. For adults, superheroes mean childhood nostalgia; for children they mean wonder. Many are drawn to the captivating spectacle.

While the appetite for heroes seemingly remains constant in volume, it changes in nature, as the heroic ideal has morphed through the ages. Superhero enthusiast and CCE veteran teacher Tom Velasco employs a unique metric to measure the ethical climate of modern culture. He examines the superheroes of the Marvel and DC comics, classifying them into four ages: Golden, Silver, Bronze, and Dark. How has the heroic ideal changed and why does it matter?

To learn the values of a given society, one must look no further than its heroes.

To learn the values of a given society, one must look no further than its heroes. The four ages of Marvel follow the evolution of American culture. “Golden Age” heroes include Superman, Batman, Wonder Woman, Captain America, and Captain Marvel. According to Velasco, these “superheroes that are truly super” exceed the best humans in both physique and moral capacity. These heroes are purely good, never crossing certain moral lines, like killing. These morally flawless heroes fight enemies that are purely evil. The world they live in is cast as a simple black and white, with the good guys fighting against the bad guys.

Silver Age heroes include Spider-Man, the Fantastic Four, Hulk, Thor, Iron Man, the Flash, and Green Lantern. These heroes, while still super-human in moral caliber, are faced



with the complications of ordinary life. These more relatable heroes can also be easily killed, demonstrating the slight regression of physical superiority in the Marvel and DC heroic ideal.

The Bronze Age heroes ever more closely approach humanity—facing issues like drugs and sex, and not always handling them “super”—morally. These heroes, such as Black Panther and Luke Cage, garner sympathy for their moral failings in an effort to make them more relatable. Also, social issues like racism begin to come to the forefront.

Finally, the Dark Age ushers a new type of hero into the cultural spotlight—the anti-hero. Fundamentally, many comics from this era question whether heroism is even possible in a world like ours. The heroes of this age

the populace, the remainder will not just enjoy better lives, but potentially the ability to live at all. He means well, according to his disordered code of ethics.

However, his genocidal intentions meet resistance from the rest of the Marvel Universe heroes. These true heroes demonstrate courage in protecting others, standing by a biblically consistent ethic that values life above material prosperity. The film features several heroes from various segments of Velasco’s classification strata, offering great material for discussion after the movie. According to Velasco, Marvel has done a decent

heads,” the embodiment of these virtues in a beloved character makes lofty contemplation of ethics accessible to children. That said, it is important to expose children to heroes that embody biblical virtue, so that they may later make the crucial distinction between hero and villain, regardless of whether culture or media celebrates or disparages the character and the virtues he or she represents.

Classical Christian education both exposes students to history’s greatest heroes and, by in-depth analysis of the natures of both good and evil, teaches them to discern between hero and villain—or, that which you ought to

The embodiment of virtue in a beloved character makes lofty contemplation of ethics accessible to children.

are deeply flawed and in many cases morally ambivalent. Villains are likewise very complex and often sympathetic characters. In many cases, the villains become the heroes, without any repentance or change. Venom, the Punisher, the Watchmen, John Constantine (Hellblazer), and Sandman represent examples of Dark Age heroes.

So what type of hero now captures your child’s imagination? Marvel’s recent blockbuster hit *Avengers: the Infinity Wars* raises important questions about the qualifications of a hero. The movie’s main character and undoubted villain, Thanos, sees himself as the cosmos’ hero, the only one willing to do what he believes must be done to save the galaxy. He believes the universe is overpopulated, and by a humane extermination of half of

job of maintaining a respectable heroic ideal among its superheroes, though perhaps the movies emphasize the spectacle of special effects over moral potency.

Superheroes form children’s moral centers. Where perhaps a theological treatise of virtue may be “over their

follow and that which you ought not to follow. This ability is perhaps the single most valuable life skill we give our children. Taking time to discuss the heroes already embedded in their minds—and to harness the potent power of nostalgia—might be the best place to start. ■■



# All Good Things

## ■ ST. STEPHEN'S ACADEMY, BEAVERTON, OR

On September 8, 2018, three ACCS schools found themselves competing at the Tualatin Invitational Cross Country Meet: Cedar Tree Classical Christian School (Ridgefield, WA), St. Stephen's Academy (Beaverton, OR), and Veritas School (Newberg, OR). They enjoyed the friendly competition with fellow runners who are also familiar with the rigors of Latin, logic, rhetoric, senior thesis, and the like. All three teams went on to send competitors to their state meets with individuals placing in the top 10, and the St. Stephen's boys team placed 2nd in the state of Oregon 1A/2A division.

—Camrynne Six



## ■ CORNERSTONE ACADEMY, SNOHOMISH, WA

In honor of Veteran's Day, our students made poppies and went to the local VFW's (Veterans of Foreign Wars) celebration of local veterans. The kids enjoyed handing out flowers, flags, and programs. They said it felt good to spend Veteran's Day in a meaningful way.

—Michelle Jones

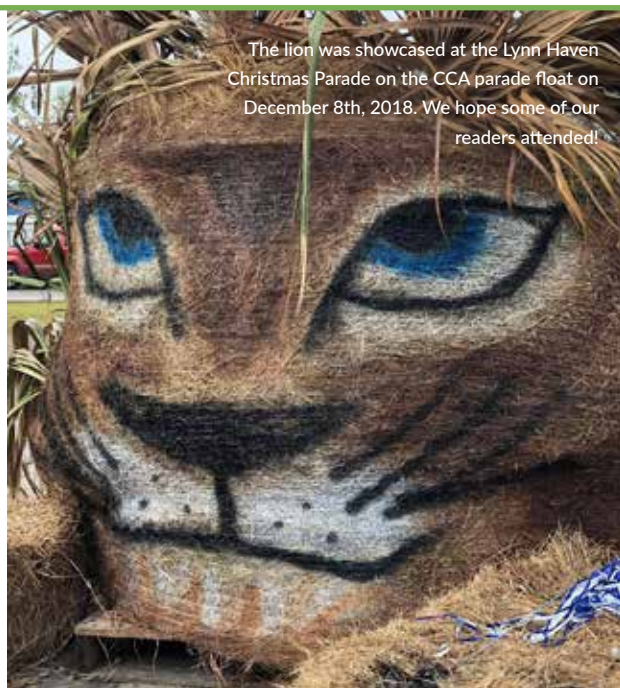
## ■ COVENANT CHRISTIAN SCHOOL, PANAMA CITY, FL

Four days before Hurricane Michael made landfall, a group gathered on the campus to prepare for our upcoming Fall Festival by working on this lion. It was going to be showcased at this event. That event never took place.

This lion is symbolic of the toughness and resilience of the CCS Lions. It is beaten up a little bit, but still strong. We are thankful for God's grace, goodness, and provision in this time.

Hard is good. God is best.  
Lions build!

—Michael Sabo



The lion was showcased at the Lynn Haven Christmas Parade on the CCA parade float on December 8th, 2018. We hope some of our readers attended!



[... Continued from page 21]

programs? As you would expect, nearly everyone competing on *Iron Chef* has been classically trained. When faced with an impossibly difficult “secret ingredient” and a ridiculously short amount of time to transform it, they are not flustered at all. Their training immediately kicks in.

Conversely, the *Chopped* contestants are usually not classically trained. Instead, they are recruited from the world of sous chefs, line cooks, caterers, and food truck drivers. They know recipes and could, no doubt, blow us away with several of their signature dishes, but alas, knowing a recipe is far, far different from being trained how to cook.

It has always seemed to me that this extended analogy is useful, not only to help describe the trivium, but also to explain essential differences between a classical school and a conventional

one. The latter teaches subjects—recipes, if you will. Students learn “the recipe of American history” or the “the recipe of algebra,” and, I do not

Knowing a recipe is far, far different from being trained how to cook.

doubt, could write out that recipe very easily on a test—but regurgitating facts on a test is a far cry from being taught how to think.

In a perfect world, a student who receives a diploma from a classical school will be prepared to tackle any vocation or subsequent course of study. This is because they have not simply been taught a bunch of subjects; rather, they have been taught the process by which they can master *any*



The Oaks: A Classical Christian Academy, Spokane, WA

subject. In the words of our analogy—they go forth as Iron Chefs. ■■

**CHRIS MAIOCCA** teaches composition and Greek at The Ambrose School in Meridian, ID. He is currently working on an eight-volume history of Western Civilization, forthcoming from Classical Academic Press.

FOURTH ANNUAL ACCS ARTS COMPETITION



# 2019 BLAKEY PRIZE *in* FINE ART

**WHO:** High school students (9–12) from ACCS member schools

**ART:** The two categories are “Drawing” and “Painting”

**PRIZE:** The First Prize is \$500 cash, and the Runner Up is \$250. Winning art will be displayed at the 2019 Repairing the Ruins Conference in Atlanta, Georgia.

SUBMISSION DEADLINE

## April 12, 2019


SEE YOUR  
ART TEACHER  
FOR A  
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OF GUIDELINES.

[ClassicalChristian.org/Blakey](http://ClassicalChristian.org/Blakey)

# 2019

## CHRYSTOSTOM ORATORY CONTEST

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**HOW:**  
Submit a video of yourself giving a 10–20 minute speech

**WHO:**  
Juniors & seniors at ACCS schools

**FIRST PLACE:**

- Cash prize
- Share your speech at the 2019 Repairing the Ruins conference in Atlanta, GA
- All-expense paid trip for you, a friend, and a parent to Atlanta, including a pass to SIX FLAGS RESORT

## DEADLINE: MAY 1, 2019

[classicalchristian.org/chrysostom-oratory-competition](http://classicalchristian.org/chrysostom-oratory-competition)



# 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  
 Alpha Omega Academy, TX  
 Ambassador Christian Academy, NJ  
 American Christian School, NJ  
 Annapolis Christian Academy, TX  
 Appomattox Christian Academy, VA  
 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  
 Bethlehem Christian Academy, Zambia  
 Bloomfield Christian School, MI  
 Bluegrass Christian Academy, KY  
 Bradford Academy, NC  
 Brookstone Schools, NC  
 Brown County Christian Academy, OH  
 Buffalo Creek Boys School, VA  
 Cahaya Bangsa Classical School, Indonesia  
 Cair Paravel Latin School, Inc., KS  
 Caldwell Academy, NC  
 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 Academy, WI  
 Christ Church Academy, LA  
 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 Dallas, TX  
 Classical School of Wichita, KS  
 Clear Lake Classical, IA  
 Coeur d'Alene Classical Christian School, ID  
 Colquitt Christian Academy, GA  
 Coram Deo Academy, IN  
 Coram Deo Academy, TX  
 Coram Deo Academy, WA  
 Cornerstone Academy, TN  
 Cornerstone Academy, WA  
 Cornerstone Christian Academy, NM  
 Cornerstone Christian Academy, VA  
 Cornerstone Classical Christian Academy, AL  
 Cornerstone Classical School, CO  
 Cornerstone Classical School, KS  
 Covenant Academy, GA  
 Covenant Academy, TX  
 Covenant Christian Academy, MA  
 Covenant Christian Academy, PA  
 Covenant Christian Academy, TX  
 Covenant Christian School, FL  
 Covenant Christian School, GA  
 Covenant Classical Academy, KY  
 Covenant Classical School, IL  
 Covenant Classical School, NC  
 Covenant Classical School, TX  
 Covenant School, WV  
 Coventry Christian School, PA  
 Crown Academy, ID  
 Dominion Christian School, VA  
 Donum Dei Classical Academy, CA  
 Eastwood Christian School, AL  
 Educating Children For Christ  
     Christian School, TX  
 El Paso Christian School, TX  
 Eukarya Christian Academy, VA  
 Evangel Classical Christian School, AL  
 Evangel Classical School, WA  
 Evangelical Christian Academy, CO  
 Faith Academy of Wichita Association, KS  
 Faith Christian Academy, MO  
 Faith Christian School, FL  
 Faith Christian School, VA  
 First Baptist Academy, BC  
 Flatirons Academy, CO  
 Franklin Classical School, TN  
 Genesis Classical Academy, MN  
 Geneva Academy, LA  
 Geneva Academy, OR  
 Geneva Classical Academy, FL

Geneva School of Boerne, TX  
 Gloria Deo Academy, TX  
 Good Shepherd Reformed  
     Episcopal School, TX  
 Grace Academy, MA  
 Grace Academy of Georgetown, TX  
 Grace Christian Academy, NY  
 Grace Classical Academy, MO  
 Grace Classical Christian Academy, TX  
 Grace Classical School, NC  
 Grace Community Classical School, TX  
 Greenville Classical Academy, SC  
 Grove City Christian Academy, PA  
 Harvest Christian School, CA  
 Haw River Christian Academy, NC  
 Heritage Christian Academy, SC  
 Heritage Christian Academy  
     of North Idaho, ID  
 Heritage Classical Academy, OH  
 Heritage Classical Christian School, MO  
 Heritage Oak School, CA  
 Heritage School, TX  
 Hickory Christian Academy, NC  
 Highland Rim Academy, TN  
 Hope Classical Christian Academy, TX  
 Hope Classical Christian Academy, NC  
 Horizon Prep, CA  
 Hunter Classical Christian School, VA  
 Imago Dei Academy, NM  
 Imago Dei Classical Academy, NC  
 Immanuel Lutheran School, VA  
 Innova Academy, Canada  
 Innovate Academy, PA  
 In the Presence of God: Coram  
     Deo Classical Academy, TX  
 Instituto Trinitas, SP  
 Island Christian Academy, WA  
 Jonathan Edwards Classical Academy, TN  
 King's Classical Academy, CA  
 Knight's Christian Academy, FL  
 Knox Classical Academy, OR  
 Koinonia Classical Christian School, TX  
 Legacy Academy, AR  
 Legacy Classical Christian Academy, TX  
 Libertas Christian School, MI  
 Liberty Classical Academy, MN  
 Lighthouse Christian Academy, MD  
 Logos Christian Academy, AZ  
 Logos Christian Academy, NV  
 Logos School, ID  
 Maranatha Academy, WI



Mars Hill Academy, OH	Renaissance Classical Christian Academy, NC	The Wilberforce School, NJ
Martin Luther Grammar School, WY	River Hills Christian Academy, TX	The Wycliffe School, VA
Mayflower Christian Academy, VA	Riverbend Academy, FL	Three Oaks Christian School, IN
Mesquite Christian Academy, NV	Riverwood Classical School, AL	Tidewater Classical Academy, VA
Messiah Lutheran Classical Academy, TX	Rochester Classical Academy, NY	Toledo Christian Schools, OH
Mineral Christian School, VA	Rockbridge Academy, MD	Trinitas Christian School, FL
Mirus Academy, ME	Runnels Academy, TX	Trinitas Classical School, MI
Morning Star Academy, IA	Samuel Fuller School, MA	Trinity Christian School, AL
Naperville Christian Academy, IL	Sanctuary Christian Academy Agnus Dei, TX	Trinity Christian School, HI
New Covenant Christian Academy, MI	Sandhills Classical Christian School, NC	Trinity Christian School, NJ
New Covenant Christian Academy, KY	Schaeffer Academy, MN	Trinity Christian School, PA
New Covenant School, SC	School of the Ozarks, MO	Trinity Classical Academy, CA
New Covenant Schools, VA	Seattle Classical Christian School, WA	Trinity Classical Academy, NE
New Life Christian School, WA	Seoul International Christian Academy, South Korea	Trinity Classical School, WA
New Providence Classical School, Bahamas	Sheridan Hills Christian School, FL	Trinity Classical School of Houston, TX
Nobis Pacem, TX	Smith Preparatory Academy, FL	Trinity Grammar School, South Africa
Oak Hill Academy, ON	Spokane Classical Christian School, WA	Trinity Preparatory School, NJ
Oak Hill Christian School, VA	St. Abraham's Classical Christian Academy, CA	Trivium Academy of New Jersey, NJ
Oak Hill Classical School, GA	St. Augustine's Classical Christian Homeschool, Australia	Two Rivers Classical Academy, IA
Oakdale Academy, MI	St. Stephen's Academy, OR	Uvalde Classical Academy, TX
Oaks Classical Christian Academy, NC	St. Stephen's Classical Christian Academy, MD	Valley Classical School, VA
Ozarks Christian Academy, MO	Summit Christian Academy, VA	Veritas Academy, OH
Paideia Academy, TN	Summit Christian Academy, MT	Veritas Academy, GA
Paideia Classical Academy, FL	Summit Classical Christian School, WA	Veritas Academy, MA
Paideia Classical Christian School, OR	Tall Oaks Classical School, DE	Veritas Academy, MN
Paideia Classical School, WA	The Academy of Classical Christian Studies, OK	Veritas Academy, PA
Paratus Classical Academy, TX	The Ambrose School, ID	Veritas Academy, WY
Penobscot Christian School, ME	The Anglican Parish of Pembroke, PA	Veritas Academy of Tucson, AZ
Perceptus Academy, VA	The Bear Creek School, WA	Veritas Academy, AR
Petra Academy, MT	The Cambridge School, CA	Veritas Christian Academy, KY
Petra Christian Academy, ID	The Cambridge School of Dallas, TX	Veritas Christian Academy, NC
Philadelphia Classical School, PA	The Classical Academy, IN	Veritas Christian Community School, AZ
Pinnacle Classical Academy, AR	The Classical Academy of Franklin, TN	Veritas Christian School, KS
Providence Academy, OH	The Classical Christian Conservatory of Alexandria, VA	Veritas Classical Academy, CA
Providence Academy, TN	The Cor Deo School, WA	Veritas Classical Academy, TX
Providence Academy, WI	The Covenant School, TX	Veritas Classical Christian School, OR
Providence Christian Academy, IN	The Geneva School, CA	Veritas Classical Christian School, WA
Providence Christian School, AL	The Geneva School, FL	Veritas Classical School, FL
Providence Classical Christian Academy, MO	The Geneva School of Manhattan, NY	Veritas Classical School of Omaha, NE
Providence Classical Christian School, GA	The IMAGO School, MA	Veritas Collegiate Academy (Chesapeake), VA
Providence Classical Christian School, WA	The Master's Academy, NC	Veritas Collegiate Academy (Fairfax), VA
Providence Classical School, AL	The Mayflower Project, VA	Veritas School, OR
Providence Classical School, TX	The Oaks: A Classical Christian Academy, WA	Veritas School, VA
Providence Classical School, VA	The Paideia School of Tampa Bay, FL	Victory Academy Ocala, FL
Providence Preparatory School, TX	The River Academy, WA	Westminster Academy, FL
QCA Quiver Center Academy, Tangerang	The Saint Constantine School, TX	Westminster Academy, TN
Rafiki Foundation School, Rwanda	The Saint Timothy School, TX	Westminster Classical Christian Academy, Canada
Redeemer Christian School, AZ	The Stonehaven School, GA	Westminster School at Oak Mountain, AL
Redeemer Classical Academy, TN		Westside Christian Academy, OH
Redeemer Classical Christian School, MD		Whitefield Academy, MO
Redeemer Classical School, VA		Wilson Hill Academy, TX
Regent Preparatory School of OK, OK		Winter Park Christian School, CO
Regents Academy, TX		
Regents School of Austin, TX		
Regents School of Charlottesville, VA		
Regents School of Oxford, MS		



# Feasting and Fasting

BY STORMY GOODWIN

In my young mind, Mardi Gras was bright purple, yellow, and green. Lent was brown, on the spectrum somewhere between the colors of dust and sackcloth.

Brown still seems like a good color for Lent, but in a peaceful and anticipatory way, like newly tilled soil. It's waiting for something to complete it. It was a long road, getting to an image of Lent that had a positive vibe. It was an even longer road that brought me to the point where I preferred Lent to Mardi Gras.


Lent is designed for one main purpose—to increase our joy in the feast of Easter. And it works. There is a tie between physical and spiritual. Physical manifestations of gratitude, repentance, and reverence during Lent make the physical manifestations of joy, abundance, and grace at an Easter feast more meaningful. Truth, Goodness, and Beauty are made real.

These days, my mini-passion is restoring the traditional church calendar to the minds of Christians. Why? I was not raised in the church. I thought I was a minority when I didn't know that an "Epiphany" was a church thing, or that Lent had any more value than simply being not fun. I

Contrast the joys of Christian feasting with the debauchery and excess of celebrations like Mardi Gras.

## Lent: March 6–April 18

Interested in ways to bring Christ into your family's daily life? See the traditional church calendar used by Christians throughout history to help meet this goal.

 [ClassicalDifference.com/printables](https://ClassicalDifference.com/printables)





FROM THIS ...

... TO THIS EVERY TIME!



## 'Tis the Season!

For many of us, grass stains are one of the first signs of spring. A parent sent in this tip to help.

- Rub Goop into the stained area.
- Let it sit for 5-30 minutes.
- Wash like usual.

**NOTE:** I can't confirm this, but it is possible Goop might weaken the fabric a bit. Since I lose more pants to grass stains than to holes, for me it's worth the risk!

had an epiphany of my own when I discovered that many “churched” adults didn’t know much more than I did. It seems even Christian homes aren’t transferring a distinctly Christian way of life.

In the Old Testament, the seasons and lives of His chosen people were structured around fast days and feast days, rituals and observances. While these things are no longer required, the centuries old “church calendar” can do the same for us. What is the benefit? We, like the chosen people of old, learn more deeply the story of Jesus. Knowledge is strengthened. Faith is fed.

There are many events on the traditional church calendar that I would like to add to our family’s traditions. Specifically, feasting together on some of the “Feast Days” written into the church calendar can add additional benefits—the uniquely Christian joys of fellowship and corporate worship. The Bible is filled with references to celebrations. What if instead of being known as “critical” and “always complaining ... we as believers were known as the people of celebration and gladness, and [our homes] the place of feasting?”\*

Contrast the joys of Christian feasting with the debauchery and excess of celebrations like Mardi Gras. It is good to teach our children to feast in the right way, and for the right reasons. We can look to the traditions handed down by our brothers and sisters through the ages for help on how to live Christianly—and how to teach our children to do the same. ■■

**This partial list of the major “Feast Days and Observances” in the traditional Christian calendar provides ample opportunity for the fellowship of feasting.**

- **JANUARY 6**—Epiphany
- **JANUARY**—Baptism of Our Lord (First Sunday after Epiphany)
- **JANUARY 25**—Conversion of Paul
- **FEBRUARY**—Ash Wednesday and the beginning of Lent
- **MARCH 17**—St. Patrick’s Day
- **MARCH-APRIL**—Palm Sunday, Holy (Maundy) Thursday, Good Friday
- **MARCH-APRIL**—Easter (Feast of Feasts)
- **MAY**—Ascension Day (40 days after Easter, always on Thursday)
- **MAY-JUNE**—Pentecost (50 Days after Easter)
- **MAY-JUNE**—Holy Trinity (Sunday after Pentecost)
- **OCTOBER 31**—Reformation Day
- **NOVEMBER 1**—All Saints Day
- **NOVEMBER**—First Sunday of Advent (4th Sunday before Christmas)
- **DECEMBER 25**—Christmas



Visit [ClassicalDifference.com/feastingandfasting](http://ClassicalDifference.com/feastingandfasting) to:

- Read “The Lost Art of Feasting”
- Print the “Traditional Church Calendar”
- \*See citations

## Seeking ACCS Graduates for Fulltime Employment

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## ■ LAST WORDS

# A Benediction for Spring

I arise today  
Through the strength of heaven:  
Light of sun,  
Radiance of moon,  
Splendour of fire,  
Speed of lightning,  
Swiftness of wind,  
Depth of sea,  
Stability of earth,  
Firmness of rock.

—“St. Patrick’s Prayer,” Traditional Celtic



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