

THE CLASSICAL

VOLUME 5, NUMBER 3 | FALL 2019

BRINGING LIFE TO THE CLASSROOM

DifferenceTM

\$2.95

GREAT EXPECTATIONS FOR THE YEAR AHEAD

p. 4

INSIDE ...

- ❏ All the Rules You Need p. 16
- ❏ Is Classical Education Worthwhile? p. 14
- ❏ National Mock Trial Champs—The Agathos Story p. 20

NON-PROFIT ORG
US POSTAGE PAID
NAMPA, ID
PERMIT NO. 66

THE CLASSICAL DIFFERENCE
PO BOX 9741
MOSCOW, ID 83843



THE KING'S COLLEGE
NEW YORK CITY

Leaders see further.

At The King's College in New York City, learn to view history's greatest questions in the light of eternal Truth. With access to world-class internships and the support of a close-knit, Christ-centered community, gain the discernment that will help you to chart the way for others.

See it for yourself at an Inviso
Visit Weekend: tkc.edu/accs

@THEKINGSCOLLEGE



Table of Contents

ON THE COVER:

Great Expectations for the Year Ahead	4
Is Classical Education Worthwhile.....	14
Grace Expectations.....	16
National Mock Trial Champs	20

INSIDE:

Set Apart	6
Letters & Notes.....	9
The Seven Laws of Expecting.....	10
Education's Roadblock	18
Down the Hallway.....	26
From Captain to Headmaster	28
Conference Roundup	30
ACCS Member Schools.....	36
Around the Country.....	38
Parting Shot.....	39

disco. scio. vivo.

THE CLASSICAL DIFFERENCE: Vol. 5, No. 3, Fall 2019.
EDITOR IN CHIEF: David Goodwin. **MANAGING EDITOR:** Stormy Goodwin. **ASSISTANT EDITOR:** Leah March. **DESIGN:** Hannah Grieser. **CIRCULATION:** Robin Maiocca, Leah March. **CONTRIBUTORS:** Megan Best, Brian Daigle, Tom Garfield, Julie Nagem. **ILLUSTRATIONS:** Hannah Grieser unless noted. **COPY EDITOR:** Deb Blakey. **INFORMATION:** *The Classical Difference* is a publication of the Association of Classical and Christian Schools (ACCS). Views expressed in *The Classical Difference* do not necessarily represent the views of the association or our members. Our goal is to inform and expand the community of supporters of classical Christian education. *The Classical Difference* is published four times a year and is mailed, at the request of member schools, to parents who have enrolled in ACCS member schools. If you do not wish to receive this publication, please contact our offices at the email address below. If you wish this publication to be mailed to a friend or relative, please contact us. Gift subscriptions are available. **ADVERTISING:** information@ClassicalDifference.com. **SUBMISSIONS:** *The Classical Difference* welcomes your submissions. If you have a quote, story, article, photo, letter or other submission, visit www.ClassicalDifference.com/submissions. Submissions may or may not be published or compensated. Compensation is dependent upon length and placement. **CONTACT:** information@ClassicalDifference.com. **COPYRIGHT:** ©2019 by the Association of Classical and Christian Schools (ACCS). All rights reserved. A publication of the ACCS. **WEBSITE:** www.ClassicalDifference.com.

ADVISORY PANEL:


LESLIE COLLINS: Covenant Academy, Cypress, TX
SONMIN CRANE: Rockbridge Academy, Millersville, MD
JEANETTE FAULKNER: Grace Classical Christian Academy, Granbury, TX
LISA KNODEL: Mars Hill Academy, Mason, OH
KAREN MOORE: Grace Academy of Georgetown, Georgetown, TX
JULIE NAGEM: Westminster Academy, Memphis, TN
MICHELE VERNON: The Ambrose School, Meridian, ID

THE CLASSICAL Difference BRINGING LIFE TO THE CLASSROOM™

ClassicalDifference.com

All citations: ClassicalDifference.com/2019-fall

Connect With Us

-  Facebook.com/TheClassicalDifference
-  Twitter.com/ClassicalChrist
-  Instagram.com/ClassicalDifference
-  YouTube.com/TheClassicalDifferenceNetwork

**BASECAMP
LIVE** 

ClassicalDifference.com/BaseCampLive

THE CLASSICAL
Today
Difference

ClassicalDifference.com/blog



NOTES: ClassicalDifference.com/notes | **PHOTOS:** ClassicalDifference.com/photos
SUBMISSIONS: ClassicalDifference.com/submission



Scottish Reformation Tours

Christ Centred. Christian Led.
Custom Tours

"Anyone who doesn't want to miss out on the reformational history of Scotland should get in touch with Scottish Reformation Tours."

N.D. Wilson

reformationtours.org



Providence Classical Christian School, Bothell, WA

The Great Thing about Expectations

In Charles Dickens' 1861 book *Great Expectations*, Pip is a young orphan with no prospects—and no one expects much of him. An anonymous gift of wealth comes his way, and things change. He is expected to become a gentleman. In this simple synopsis, we catch a glimpse

of a foreign world with an unrecognizable worldview. Can you imagine the next Mega Powerball winner being asked, "So, now that you're expected to become a gentleman, how do you plan to fulfill that duty?"

Expectations are the stuff of community. They're the stuff that makes us uncomfortable when we step over that unseen, but understood, line. And, they're the stuff that makes us more comfortable as we share expectations that elevate our children to greater truth, goodness, and beauty. The West once had a deep, Christian culture full of great expectations. In just a few short

decades, these expectations have been rejected as "prudish," and then "shaming," and now "unsafe." At the same time, expectations are being replaced by laws and rules. An older generation

Our ACCS schools have rules. And rules are necessary. But expectations create a community that can make a difference.

speaks of a time when everyone on the street mowed their lawns and painted their houses to be good neighbors. Now, we have statutes, covenants, and

laws that tell us how we must groom our yards and what colors we can paint our houses.

Our ACCS schools have rules. And rules are necessary. But, expectations create a community that can make a difference.

In classical schools, good, true, and beautiful expectations are the engine of an excellent culture that loves the good. Because of this, our schools generally have a very different look and feel than the school down the street. For example, we expect students to have an attitude of respect. If a student says, "Hey, dude" to an adult volunteer or teacher, he should feel a "twinge" as soon as the words leave his mouth. Oops. A simple raised eyebrow will correct the expectation, and things go on. If the student doesn't feel a twinge, and no eyebrow is raised, our school community does not have strong enough expectations.

We expect a passing student to offer to help when the custodian is struggling with the new shipment of paper products. If he walks on by, his buddy should grab a box and say, "Hey Caleb, I think we should help." When Kate and Dylan regularly stand by their locker in close, exclusive conversation, one of Kate's friends should

come up and say, “Can I join you?” with a look that says, “Guys, come on—you know this isn’t cool.” Strong communities depend on this type of culture—fewer rules and higher expectations.

Nearly every ACCS school has at least one negative Google review. If you read between the lines, often you’ll see a conflict between a school’s expectation and a parent who doesn’t like the expectation. The reviews say things like, “There’s no grace at that school,” or “Everyone there is a hypocrite,” or “There’s bullying.” Phrases like these can be code for a misalignment between a particular parent and the school community’s expectations. And because our schools take a stand against the prevailing common culture, some families are rubbed the wrong way by higher expectations—even ones gracefully applied.

As an example, let’s look at the complaint, “There’s bullying.” Real bullying is a problem that should be swiftly dealt with in our schools and should rarely occur. But more often these days, the term has morphed to mean something that’s not really bullying. Any form of collective rejection of an individual student’s behavior is mislabeled “bullying.” We’ve heard college students say they feel “unsafe” because there’s a pro-family talk on campus. They feel judged by the message, so

they’re “bullied.” There’s a K–12 analog to this. I’ve had moms come to my office and say, “My child is being bullied.” When the situation is investigated, “bullying” meant that another student asked their child to get in line, or stop goofing around, or other similar requests, and their child felt “shamed” by this, so they called this bullying.

Community expectations should always be lovingly applied, but they are also the duty of every member to uphold. We want every student and every adult in the school to uphold the expectations—but this can be difficult to do without real or perceived malice or self-righteous intent. Righteous indignation has no place in a Christian community. But, without pressure from peers, the alternative is a community where everyone does what is right in his own eyes. We’re increasingly facing this in our culture, and we must stand against this in our schools and churches.

Expectations are the lifeblood of a school community. How students appear outwardly can reflect a school’s standards. If some students in the school have an “edgy” look, it’s probably because their community elevates the individualistic over the community. This is easy to see in any public high school, with each clique having their own radical clothing, hair, makeup, etc. In private schools, it may be more muted, but the hearts of students are often in the same place—“look at me.” A uniform policy helps blunt this, but it cannot resolve it. Wherever there’s an ambiguous rule, there’s a chance for students to say “look at me” with a hairstyle or an accessory.

In my experience, this one expectation separates good schools from great schools: Do students seek to distinguish themselves with outward appearance, or with their minds and their virtue (1 Peter 3:3)? When that guy meets the letter of the law with his haircut, but manages to stand the bangs on end, or shave the sides like a pop star, the



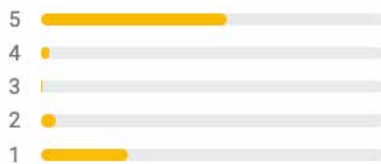
Caldwell Academy, Greensboro, NC

community should not be impressed. It may not be against the rules, but it should make everyone uncomfortable enough to say something. The same is true of girls who wear a skirt too short, or dye their light hair jet black. These attention seeking activities can be combated with good expectations supported across the community—in class, after school, and on the weekends.

If we want our schools to truly influence children to become wise and virtuous, we cannot center our school communities on platforms of “my rights,” “my individualistic expression,” “my personal preference,” or “my identity.” We can see what identity politics does to a culture. Real and lasting communities build on something better. ■■

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

Strong positive and negative reviews of a school may indicate that the school has a healthy set of expectations. Rather than be concerned, you should visit the school to see if its expectations are in line with the Christian virtues you want for your children.



Write a review

CLASSICAL NEWS



2019 REPAIRING THE RUINS

Teachers & parents, principals & deans, headmaster & board members gathered this year in Atlanta, GA, to encourage and sharpen one another for the school year ahead. For a recap of some of the events, see page 30. ■■



STARTUPS

Almost every ACCS school was launched with a group of dedicated parents at the helm, and that trend continues! Do you know someone trying to find an ACCS school, or are you interested in starting a new one?

See our list of current startups, or submit your own: ClassicalChristian.org/start-a-school

Through the Looking Glass

HOW KIDS SEE IT

■ **SON**, while studying his Marco Polo history card from school: Mom, when you were in the 4th grade, which history card was your favorite?
ME: I didn't have history cards.
SON, very seriously: Because you were in them?



—HEIDI LANG, Geneva Academy, Monroe, LA



AT THE TOP OF THE STACKS


Want to dig deeper?

Find exclusive articles, thoughtful essays, fresh ideas.

■ **“GOD STARTED A SCHOOL”**
by JENNIFER DURHAM

■ **“ARE THEY READY TO GIVE AN ANSWER?”**
by PATRICK HOLBROOK

■ **“THEOLOGY THROUGH THE EYES OF FICTION”**
by KYLE D. RAPINCHUK

 ClassicalDifference.com/thestacks



Great and Small

Justin McKendrick, a 4th grader at Trinitas Classical School in Grand Rapids, MI, won the National Bible Quiz

in Washington D.C. this summer. The competition begins at local schools and finalists advance through regional rounds until the top five are chosen for the North American competition. This year, that competition was hosted on June 20 at the Museum of the Bible in Washington.

According to Justin, “My favorite things were the Bible Museum and the Air and Space Museum. I felt very fortunate I could have such a great experience.”

His teacher, Samantha Bodine, said, “I am so proud of Justin and all his work. He has really hidden what is true and beautiful in his heart!”

Congratulations to Justin and Trinitas! ■■



For more information about the National Bible Quiz, visit: ClassicalDifference.com/Bible-Quiz



DIY Parenting

10 GRAMMAR HABITS WITH A BIG PAYOFF

Even among classical Christian graduates, a certain “low” expectation has emerged: poor grammar in everyday

speech. If you can form the habit in your kids, you’ll contribute to a lifetime of good first impressions. Those who make these errors rarely realize how often influential people (such as future employers) notice them. We may already know most of these. But do we expect them of our kids?

1 Good/well. You are doing well. The pie is good. “Good” is an adjective referencing the noun, like “It’s good pie.” It means the quality of the pie is good. “Well” is an adverb, used to modify a verb—in this example, “doing.” One common interchange is this: “How are you doing?” Responding with, “I’m well” leaves a valuable first impression. If you say “I’m good,” you’re really referring to your moral state, not how your day is going. For creative types, “I’m doing swimmingly” works (adverb—it ends in -ly), but not, “I’m doing good” (adjective, not adverb). If you get this right, it will tell discerning listeners that you will represent them well. Otherwise, they’ll think you were “taught good.” Once you’re tuned to this, you’ll cringe when you hear it.

Higher attention to language generates higher thought.

2 Self-reference order. Your mother taught you to put others first. Do so with your speech! “Mollie looked at Michelle and me” is correct. Don’t say “Mollie looked at me and Michelle.” It’s a tell-tale sign you ignored something your mother said.

3 I/Me. Hand-in-glove with number 2 above—"I" should be used in a subject context, "me" as an object. For example, "I love classical education" is clearly better than "Me love classical education." Few make this error. But, many will say, "Me and Sara love classical education." Wrong. Drop the "and Sara" and it's easy to see.

The tricky one is blending the two rules. Many of us say "Sara and I" but forget when the "I" changes to "me." "The sunshine was on Sara and I." Oops. It should be "The sunshine was on Sara and me." (You wouldn't say "The sunshine was on I.") Both the order and the "I-Me" habit go together. As old-time grammar teachers used to say, if you take out the other person's name, does it sound right? Get the order right—put the other person before you—and you've mastered another telltale sign of a good education.

4 If I were. Here's one that really sets you apart in proper company. Whenever you use the word "If" or "I wish," you are almost always speaking hypothetically about a possibility—not something real. This is called the "subjunctive" tense. "If I was going to speak up, I wouldn't say that" is wrong. It should almost always be, "If I were going to speak up, I wouldn't say that." Even if you are speaking hypothetically about the past, like "If I were to have gone to a good college, you wouldn't find me in this dive today," you're speaking about the past, but it's a hypothetical—so the subjunctive rule says to use "were" not "was." In nearly every situation, if you say "If..." or "I wish I..." you should use "were" not "was."

The only exception is if there is a contingency with a certainty in play. For example, if a friend asks: "It was raining yesterday; doesn't that mean the picnic was called off?" The correct answer would be "If it was raining, the picnic was called off." In this case, the "if" is not hypothetical—you're not talking about whether it was raining or not. Instead, it's a contingency upon which calling off the picnic would have been certain. These exceptions are very rare. If in doubt, train yourself to get the subjunctive right. "If I were" and "I wish I were" are the way to make a positive impression with those who scoff at a need for Grammarly.

5 "in" vs. "ng." This is a tough one. Do you fully pronounce the "g"? If not, you'll be noticed. "Are you doin' things?" or "Going places?"



Redeemer Christian School, Mesa, AZ

Pronounce the "g." Then, you'll be going places.

6 Misused words. "Irregardless" isn't a word, "regardless" is, and "irrespective" is. Choose one or the other but don't conflate them. There are many misused words. "Irregardless" seems to hold more negative weight with people. A lesser, but still noticed, error is using the word "data" in the singular. It's plural. "The data are in support of my

conclusion." It sounds odd, but it signals a discerning (and well-educated) grammarian.

7 Mixed metaphors. We catch the big ones—"not the sharpest bulb in the drawer." But what about "chaffing at the bit" or "chomping at the bit"? The metaphor is actually "champing at the bit"—a term from horse racing where the horse pulls on the mouthpiece or rolls his tongue on it. These may not get noticed as often as some of the grammar errors, but it helps to be precise.

8 Limit superlatives and use carefully chosen adjectives. "Cool," "great," "awesome," "super," and the recent favorite "sick," don't communicate well. The superlatives or slang become more like a grunt used between apes, or guys in a man cave. You know the type—made famous by Tim Allen in his *Home Improvement* years. Yes, indeed, when we use superlatives as common expressions, they lose their, well, superlativeness. (Did I mention you shouldn't make up words?) Instead, if you are impressed by a driver who maneuvers a tight spot in traffic, say, "She was skilled." You don't have to use flowery words. But you should use meaningful ones. The superlatives above no longer have meaning—and they've become increasingly mindless.

9 Contractions. Try limiting contractions. Contractions are certainly an allowable part of the English language. But, if you use them all the time, you can improve your language score by simply taking a few out. For example, "She is good at that" instead of "She's good at that."

10 Where are you at? Bonus. This isn't as telltale as some others herein, but drop the "at" at the end and you'll

You don't have to use flowery words. But you should use meaningful ones.

[Continues on page 12 ...]



LETTERS & NOTES

Wind 'em up.
See how far they'll go.

FROM ST. STEPHEN'S ACADEMY

Do you remember those little toy cars that you pull backward, winding the internal spring so that when you let go, the energy stored in the spring propels the car forward across the floor?

Children love playing with these cars, but the mechanism doesn't immediately make sense to them. Don't you need to push it forward if you want it to go? Why do you have to pull it back first? I remember having to teach my kids that the car won't go nearly as far if you just push it forward really hard; you need to press it down and pull it back to load the spring.

I find in these cars a helpful analogy for classical education. Rather than pushing students forward as fast as possible, we spend a lot of time pressing down, loading the spring, storing up energy that will translate into speed and distance when we let go. People often ask me how classically educated students compare with students in the same grade from



other educational systems. Why do we spend time teaching Latin in 3rd grade, or logic in 7th grade, or rhetoric in 10th grade? Why all the grammar and Bible classes? Doesn't that put us behind other schools? While it's true that our classical curriculum doesn't align with the modern alternative down the street, let's not forget that this is by design. Like the wind-up car, we're loading the spring, giving our students the tools and energy they need to go much further in the end.

—TRAVIS KOCH, *Dean of Academics,*
St. Stephen's Academy, Beaverton, OR



Link to the original article and blog at:
ClassicalDifference.com/2019-Fall



The last issue of *The Classical Difference* was so good ... Every article outlined

from a particular and specialized angle how the classical, historical understanding of Western tradition not only brings the gospel to light but is only because of the gospel!

—KATRINA ATSINGER, *Assistant for Strategic Relations,*
St. John's College. ■



If you missed the last issue, you can read many of the articles online! Visit ClassicalDifference.com/west



THE 7 LAWS OF EXPECTING

Consider how your expectations can make the coming year a win

BY BRIAN DAIGLE

An expectation is something of an image. It is a work of art in your mind's eye. If we could see it with you, we could look at it quite squarely and describe its features, locate its characteristics, and even paint a real picture from it.

As a classical Christian headmaster, I get to apply all the beauty and truth and goodness of our classrooms to my own job. If we want our children to use their knowledge of Latin to navigate the words they use, so should we. The word *expectation* comes from the Latin word *expectare*. *Expectare* means to have an outlook about something, or to look out over something.

We have expectations all the time; they are natural and good. We expect because we are made in the image of God, and it is God alone who can perfectly “look out over” the whole world.

This coming school year, our expectations (like our children) will either be nurtured and guided by virtuous principles, or they will be let

loose like anarchists on the chinaware of our emotions. There is no other option: your growth this coming school year rests on expectations that are either lawful or lawless.

EXPECTATIONS INVENTORY

As John Milton Gregory's beloved “Seven Laws of Teaching” provides a framework for classical Christian education, so our own growth this coming school year as adults ought to conform to what we may call the “Seven Laws of Expecting.” [Not familiar with Gregory? See page 11.]

1 THE LAW OF THE EXPECTER.

There must be someone to do the expecting. The Expector is the one who

looks out over and anticipates an image which will either be there or not. The Expector should be acquainted with the vision they expect—with the image they hold up to everyone in the school community. We should all make sure our expectations are:

- Confined to this situation, and not a runaway expectation inconsistent with the vision
- Appropriate to have in the first place
- Not directed toward the wrong person

2 THE LAW OF THE EXPECTED.

The Expected is the one from whom something is expected. The Expected must learn as quickly as possible what's expected of them and deter-

Trinitas Christian School, Pensacola, FL



“When things are thriving and vivacious, a quick diagnostic would show all seven rules upheld.”

mine whether they can submit to it. If not, it's better to part ways before the community comes into conflict.

3 THE LAW OF THE RELATIONSHIP. The Expecter and the Expected are always related; their worlds come into contact in some way. When their images are amiss we call that an “unmet expectation.” It is important to remember that in every relationship—whether a parent at the academy, a customer at Chick-Fil-A, or a first grade student—we are both an Expecter and an Expected; we have expectations of others and others have expectations of us.

4 THE LAW OF THE IMAGE. Expectations are imagined. As a father,

what do I expect of my daughters? I have a picture in my imagination—an image—that they would behave this way. What way? Perhaps the way the young lady behaves right here, in this story. And so we read literature to our daughters, and we talk about that literature with them. As Expecters, we must be active in casting a clear vision for what we expect of others.

5 THE LAW OF THE IMAGE TRANSFER. Expectations must be revealed. Not only should leaders in any capacity have the right expectations, they must communicate them to their colleagues and those in their care. This happens by way of images—not actual, two-dimensional drawings, but by casting a vision before the mind's eye of the Expected, such as through literature as mentioned above.

Image transfers happen all the time, especially when tempers flare and cheap shots are taken. But expectations should only be revealed on purpose, objectively, and in Christian love. This is why teaching contracts

are so important, why headmasters must have strong teacher training and a regular “State of the School” address, and why classroom rules are communicated often and clearly.

6 THE LAW OF RECEIVING. Expectations must be received. It's much easier to impose what you want than to receive what someone else wants. But an organization must be filled with humble and virtuous people, for it is this which facilitates the image being received, understood, and pursued. If an Expecter's expectation is communicated well and is CLEAR, the Expected should have no problem in receiving the image, laying it over themselves, and adopting it as their own self-expectation.

7 THE LAW OF ACCOUNTABILITY: Expectations must be reviewed. Images must be reimagined and brought into the light regularly, to ensure even the slightest

[Continues on page 35 ...]

Ever wonder if there's a “most popular” teaching book among classical Christian teachers? This might be it. If you're interested in the “why” behind the teaching, this short book might be worth a read.



[... continued from page 8]

get a few bonus points. “Where are you?” is just as effective and more grammatically correct than “Where are you at?” In a day when texting requires an economy of words, this adds efficiency as well.

If you master these 10 habits, they will pay dividends throughout your life. But there’s a better reason: because higher attention to language generates higher thought. Verbal reasoning and grammar go together. Why? Because careful distinctions in meaning and in form support clear thinking. It seems hard to make the connection, but with time you will see it.

Someone will inevitably write and note that recent dictionary changes have nullified some of these differences. Mostly, this is because our language is decaying. Classical parents and educators should be about the restoration of hierarchy in language, as in all things. Classical Christian schools restore, so we should be about restoring our native tongue. Next issue, we’ll encourage the restoration of the old English pronouns. For you Southerners, it’s not “y’all.” It’s “thou.” ■■



The Institute of Faith and the Academy
“Investigating how the Christian faith shapes and informs learning...”

Mark your Calendar: Oct 17-18, 2019
Institute of Faith and the Academy Academic Conference

Seeking conference papers of all disciplines exploring the relationship of faith and learning, especially as they relate to the Christian virtue of faith. Please submit a 250-word abstract to jfullman@faulkner.edu no later than July 1, 2019.

And subscribe today to
The Journal of Faith and the Academy

Peer-reviewed articles on the sciences, humanities, education, and faith-learning integration; book reviews on Christianity and culture; special issues on topics facing the Christian university; advertising space available.

Manuscripts

Joshua S. Fullman, Co-Editor
jfullman@faulkner.edu
 (334) 386-7496

Book Reviews

Jason Jewell, Co-Editor
jjewell@faulkner.edu
 (334) 386-7919

Subscriptions

Cathleen Bragg
cbragg@faulkner.edu
 (334) 386-7190



Where students don't just read the Great Conversation—*they join it.*



Learn more and apply online at apu.edu/honors



Continue your classical education at
Clemson University

Great Books.
Big Ideas.



LYCEUM PROGRAM
at Clemson University



Is Classical Christian Education Worthwhile?

An answer from an alumna turned teacher

BY MEGAN BEST



My enthusiasm for classical Christian education

stems from my belief that it inspires an affectionate relationship with truth, empathy, and wisdom (among a whole host of other virtues). John Ruskin, nineteenth-century writer and art critic, once wrote:

The entire object of true education is to make people not

merely do the right things, but enjoy the right things—not merely industrious, but to love industry—not merely learned, but to love knowledge—not merely pure, but to love purity—not merely just, but to hunger and thirst after justice.

Ruskin’s idea of true education implies the existence of false education. False education only teaches students “how to get through” the academic disciplines, and fails to mention that there is an opportunity to love the disciplines themselves. True education, or classical Christian education, stretches students’ imaginations beyond immediate results and stirs a sense of wonder that endures eternally.

TRUTH, EMPATHY, AND WISDOM

“What is truth?” That age-old question pitched at Jesus by Pontius Pilate reminds me of our instinctive human curiosity. As Christians, we know that Jesus is Himself the truth (John 14:6). He came into the world to reveal and uncover the plan of God’s salvation.

A student’s pursuit of truth, then, is one that always reveals more than originally anticipated. The questions that arise while studying Homer’s epics, biblical history, Newton’s laws, Aesop’s fables, or Euclid’s geometry require serious reflection within a classroom. Classical Christian education is the traditional guide for such inquiries, and students are left with the truth Himself.

When students engage with history, literature, art, music, math, and the sciences, they learn about universal human experience and knowledge. Thoughtful connection with the stories and discoveries that shape our world creates space for students to be more aware of others. In the process, students cultivate wisdom from the mistakes and achievements of their fictional, and actual, predecessors.

The classical Christian model strives to give families access to a depth of rich traditions. Much like an all-inclusive cruise vacation where families can eat and play at any time, classical Christian education never wants to leave the heart or mind wanting. Social media apps, how-to books, and other ingenious inventions will come and go. They always change based on human desires or vices. Classical Christian education, though, links itself with the best parts of human culture, and unites students with long-lasting, forever relevant ideas. ■■

MEGAN BEST is a former student of Coram Deo Academy where she now works as a teacher for sixth-grade English, tenth-grade World History, eleventh grade European History, and sixth through eleventh-grade writing workshops. She graduated from the University of Dallas, majoring in history. When Megan is not at school, you can find her drinking coffee with co-workers and friends, asking deep questions, or practicing various accents. Her favorite book of the Bible is Philippians and her heart delights in the order that God brings to a world of chaos.

EDITOR’S NOTE: Those of us who were around in the early days of the classical Christian renewal looked forward to a day when we could turn over the classroom to those who were classically educated. Thank you, Megan, for fulfilling our hope and propelling our movement further up and further in!

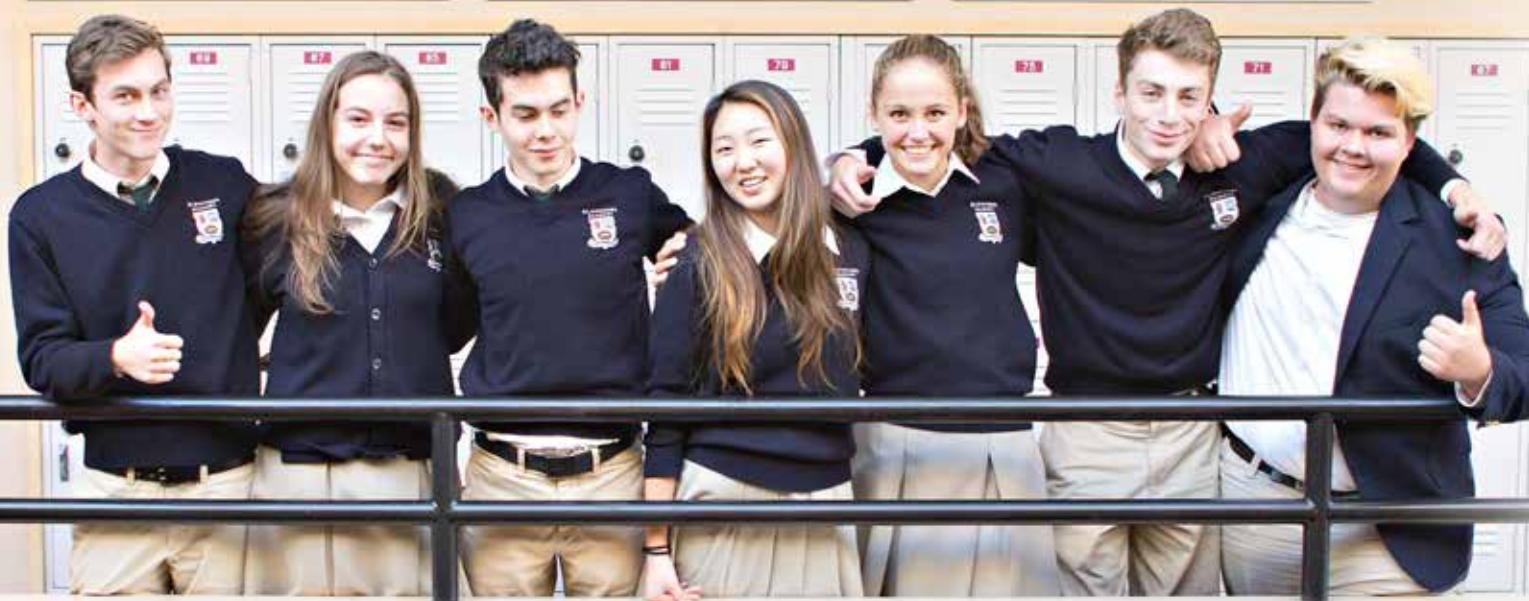
Theology for Life.

At REFORMATION BIBLE COLLEGE, our classical education programs are intensely focused on equipping you to fulfill the highest vocation—knowing God.



REFORMATION
BIBLE COLLEGE

[REFORMATIONBIBLECOLLEGE.ORG/APPLY](https://www.reformationbiblecollege.org/apply)



St. Stephen's Academy, Beaverton, OR

Grace

EXPECTATIONS

BY TOM GARFIELD

“Just when you think you’ve got all the dress code rules you need, some kid shows up with a roller skate on his head ...”

—Doug Wilson

The young man standing on the other side of my desk wasn’t nervous, but he wasn’t very happy either. He’d only been with us for a few weeks and now I had to expel him. Logos School was in its first few

years; we were still at the point of thinking we could accept and convert any kid. This lad had come from the local junior high where he had, according to his parents, “gotten in with some bad kids.” Confident in the belief noted above, I gladly accepted him.

But for all our adult Christian influence, good examples, and love, this 14-year-old was not going to have any of it. He didn’t start fights, sell drugs, or otherwise cause a major disruption; he just broke our rules—talked too much,

at the wrong times, and too loudly. He had been sullen and truculent when corrected—after throwing parts of a pen at other students. Over his short time with us, he had wracked up too many “strikes” and he was out.

As I broke the news to him, he didn’t get angry. He just looked a bit sad and said something that I remember over 35 years later: “You know, I’m being kicked out of here for stuff they wouldn’t even notice at the junior high.”

He wasn’t exaggerating. I knew enough about that school to know he was right. So, were we being too pharisaical in our application of our rules? Did we have too many rules? I wrestled with those questions long after he was gone.

Thankfully, not long after this expulsion, a wise, elderly Christian gentleman visited our school. I don’t think he

Were we being too pharisaical in our application of our rules? Did we have too many rules?

was there 10 minutes before he gave me (us) some of the best wisdom I ever received: “You can either be a school for children who are largely being raised in the fear and admonition of the Lord, or you can be a school for students you will largely need to evangelize—you cannot be both.” In talking with him further, he laid out the case that no amount or kind of rules, necessary as they may be, will change a child’s heart.

STARTING POINT

In the case of the young man above, the rules were not the problem—they were reasonable, given the right expectations. Where I had failed was at the point of the family’s acceptance. I essentially gave his parents the expectation that their son would be given a new heart, just by attending Logos. Of course, I didn’t put it quite that way, but I don’t remember saying anything about their biblical role in the desired outcome.

I have read the mission statements of many Christian schools. They frequently give one the impression that, just by attending their school, students will not only lead virtuous, God-honoring lives, they will very likely all be future presidents. Quite the expectations!

Right, grace-filled (not law-driven) expectations from the start help both schools and parents. Three important principles I learned over the years are:

- God mandated to parents (not schools) to raise their children up in the Lord.
- Schools are, at best, a high-quality tool in parents’ hands to aid them in executing their biblical responsibilities.
- Schools should reinforce the godly work parents are doing so their children see and experience a consistency of expectations between home and school.

ENDING POINT

One very visible blessing that flows from a right view of expectations is the culture of the school—the way the students casually interact in the halls and lunchroom, how they conduct themselves in a tense basketball game, how they dress and how they carry themselves in that attire, the kinds of non-academic programs and activities the school offers. Simply put, the culture should have the following result: if someone asked an older student on any given day if he or she loved their school, the answer should be an enthusiastic “Yes!”

Why would an otherwise normal adolescent answer that way, short of a bribe or threat to their favorite pet—especially given that the student is likely wearing a school uniform, adhering to rules like “No Public Displays of Affection,” and carrying books that weigh as much as Thor’s hammer?

The only reason that makes sense is that the student knows, without a doubt, that he is loved and respected by

all his teachers and that he is in a school that evidences grace at every turn. How does that grace look? It means the staff and faculty seek to imitate God’s frequent use of yes compared to the infrequent use of no. Do our blessings outnumber our curses?

A final example might help envision this desired reality. Not long after Logos had enough older students to identify a unique secondary program, we began holding Spirit Weeks. You know, those delightful days of dressing like hippies or 80s kids and having pie-eating contests or seeing how many marshmallows one can stuff in one’s mouth!



Paideia Academy, Knoxville, TN

Great fun. After a number of years, I finally asked our principal to help me identify a classical or Christian purpose for this week. Neither of us could make a case so I canned it. That was a “No.”

Thankfully, one of our gracious teachers came up with a positive alternative: Knights’ Festival (our mascot is a knight). Instead of the insipid activities above, we had baking contests (for both sexes), fun debates, a day of special projects to help our community, chess and volleyball competitions, art contests, and special speakers (e.g., an FBI agent), all culminating in a “sword fighting” contest, a massive feast, and an evening ball for all ages. A much better “Yes!”

May all our families and staff members practice, receive, and expect grace in our schools! ■■

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.

Education's Roadblock

How Expectations Steer Our Course



Every school has plenty of students who want to learn, along with those who don't. One key difference between successful and unsuccessful schools is the tools teachers have at their disposal.

Mary Hudson was a French teacher who taught in New York's inner city during the early 2000s. Every classroom, she wrote, "always teetered on the verge of chaos." There was an attitude of "hostile resistance" throughout the school. Instead of teaching French, Hudson's actual job was to keep students in line. It seemed students were not required to learn anything at all. More than a handful of students enjoyed disrupting the education of others—there were regular reports of kids getting beaten up for having books in

their backpacks—and students had little hesitation talking back to or even threatening teachers. Students could not be expelled before age 17. Few issues were addressed. "The teacher was the fall guy, every time."¹

What were Hudson's options? To construct an environment where education can take place, Hudson suggests a change to the public school system which is controversial in today's moral atmosphere—remove rules that prohibit teachers and administrators from setting expectations, and from

enforcing consequences when students do not meet them.

WHAT HAPPENS WHEN WE SET REAL EXPECTATIONS FOR STUDENTS?

Only approximately 44% of New York City's public school students in grades 3-8 score "Proficient" or above on math and reading tests.² Some of their charter school counterparts, however, are emerging as high-performing alternatives to traditional public schools.³

In one report by the Manhattan Institute, the numbers are clear. The African-American students who were "exceedingly proficient" at English and mathematics were 27% and 34% higher than their public school counterparts.⁴ Many scholars and journalists agree this has to do with one major difference: setting higher expectations for how students perform and how they conduct themselves.

In his article "Schools That Work," David Leonhardt describes the "high expectations, high support" model at work in many of Boston's successful charter schools.⁵ These schools often close the learning gaps between lower-income schools and upper-middle-class, high-performing schools. "Again and again, analyses of 'high expectations, high support' schools—in Florida, Denver, New Orleans, New York, even Newark, despite other charter school disappointments there—have come to similar conclusions."⁶

One of the most significant differences between traditional public schools and charter schools in New York City is the discipline policy. The New York public school system's "Citywide Behavior Expectations" states that students cannot be expelled until they are 17 years old.⁷ It is 41 pages long, outlining lengthy procedures for addressing all types of student discipline. The "Student Discipline Policies for New York City Charter Schools" is five pages long, with more latitude for teachers to take action when students behave wrongly.⁸



Providence Classical Christian Academy, Saint Louis, MO

A tenet of classical Christian education is high expectations. It is worth noting that South Bronx Classical Charter School III is ranked 9th out of 2413, and it has a significantly higher percentage of “Free/Discounted Lunch Recipients” than the top 8.⁹ However, we advocate that a truly effective classical education—one that reaches beyond test scores toward the true, good, and beautiful—requires a Christian worldview. We hold high expectations of our students because God holds high expectations of us, and the presence of grace in a Christian school completes the picture.

EXPECTATIONS RULE

Nearly every self-governing school, just like every successful community, sets firm boundaries. But for thriving communities and schools, that is just a side note. Expectations rule the daily life of students, whether spoken or unspoken. Expectations allow for five pages of rules rather than 41.

Across the country, The Ambrose School in Meridian, ID, works on a different foundation. They call it “Love the Good.” Previous Ambrose headmaster and current ACCS President David Goodwin sums up the difference. Rules separate. Expectations integrate.

Davidson College’s famous Honor Code takes a similar approach. Basically, students pledge not to lie, steal, or cheat in any form, and to report

Treat a man as he is and he will remain as he is.
Treat a man as he can and should be, and he will become as he can and should be.

—Johann Wolfgang von Goethe

others who do. According to their website, “Every student found guilty of a violation shall ordinarily be dismissed from the College.”¹⁰

A Davidson College student wrote an article subtitled “A recent experience at a local restaurant reminded me why Davidson College’s honor code is so important and effective.”¹¹ It offers a quick glimpse into the power of expectations.

Both The Ambrose School and Davidson College are private. They are not bound by the rules of a tax-based or tax-subsidized government service, and most people agree that all children need access to education. However, it seems that the prevailing attitude of simply offering up teachers and classrooms to our kids is not enough; no school or community can thrive without meaningful and real expectations at its root.

EXPELLING EXPECTATIONS

If we don’t provide our kids with solid communities by way of firm



For citations, visit:
ClassicalDifference.com/2019-fall

expectations, they will make their own. The novel *Lord of the Flies*, required reading in many classical schools, is a good reminder of how this usually works out. While few would argue that the challenges faced by students in lower income areas of New York and Boston can be extreme, whether the best response is to lower or raise expectations is the subject of continued debate.

Mary Hudson would likely be on the side of raising them. She concludes that one source of the problems in the public schools where she taught is this: “They know deep down that ... less is expected of them. This they deeply resent.”

Perhaps it all starts with a certain faith in our students. In classical Christian schools, this belief is foundational and transforming: students are young versions of immortal souls made in the image of a living God. If we don’t trust or value them enough to have high expectations—whatever school they attend—they will believe in themselves accordingly. ■

—STAFF WRITERS



“A recent experience at a local restaurant reminded me why Davidson College’s honor code is so important and effective.” Read more: ClassicalDifference.com/expectations

AGATHOS CLASSICAL SCHOOL National Mock Trial

Champions



For those of you who don't know, mock trial is hard. Participants often report that the relationships they build during mock trial are amongst their strongest.

I believe this is because of the fact that psychologically intense survival situations create the strongest bonds.

Lest you think I exaggerate, this picture is worth a thousand words. As the wife of a mock trial coach who has been to nationals on a couple occasions, I



can attest to the 2:00 a.m. opening statement rewrites, the shared Google drive folders containing hundreds of pages, and the multiple weekend practices while the rest of their classmates are at the movies.

And then there are the competitions. Long hours. Grueling, think-on-your-feet trials, innocently called “rounds.” Real judges in real courtrooms. High heels and suits. After a single round, I am exhausted. All of us parents shuffle out, expressions glazed, murmuring, “How do they do it?”

And they love it.

Nationals

National Mock Trial is the ultimate competition in poise, wit, and preparation. Gathered in picturesque state capitol buildings and courtrooms is a sea of well-dressed teenagers. This view alone is worth watching live (which cost \$40 per ticket this year).

According to Agathos coach Jason Whatley:

Mock trial allows students to try cases, acting as attorneys and witnesses, with real judges and attorney jurors, and real law and rules of evidence and procedure. The model is so similar to that seen in actual trials that the skills of top high school mock trial attorneys are consistently compared to real-world, experienced trial attorneys. It is highly competitive, earning the description by my law partner, Cory Ricci, as “the highest level of intellectual combat.”

It’s estimated that over 30,000 students compete each year at the regional and state levels to make it to nationals. The rounds are hours long and back-to-back, single elimination, until the final two meet on the final day at around 7:00 p.m. after what could reasonably be called a tough day.

This is where Agathos Classical School found themselves on May 18, 2019.

Agathos

And this is where coach Jason Whatley found himself with his head bowed and his hands covering his ears, overcome with nerves. Every time a round starts, he turns from coach to parent, handing over to the judges students who have become like his own children. In fact, Coach Whatley admitted to us a little known fact—he had never watched an entire round. He sits outside, getting discreet texts from his fellow coach and law partner, Cory Ricci, and they discuss the round once it’s finished.

His “kids” made him promise—if they made it to the final round at nationals, he had to watch the round. “Sure,” he said. There were many reasons he didn’t cross his fingers when he made that promise.

First, it was nearly impossible. Agathos Classical School began their program four years ago in the fall of 2015 with only 18 students in the entire rhetoric school. They had to find at least six students who could do mock trial. Five

None of these students had ever heard of mock trial and knew little or nothing of courtroom procedure, rules of evidence, or the law.

were freshmen, in a sport that relies heavily on fielding experienced upperclassmen. According to Whatley, “None of these students had ever heard of mock trial and knew little or nothing of courtroom procedure, rules of evidence, or the law.” Many of the competing schools were larger, some by literally hundreds of times. In 2018, when they won the Tennessee state championship and then placed third at nationals in Reno, they thought they had reached the pinnacle.

Secondly, they were without their student leader. Their young team had grown with the talent and enthusiasm of their former captain, Luke Worsham, who graduated the previous year and who had won numerous awards at the state and national level.



Thirdly, they felt woefully underprepared. Before the competition, they were invited to scrimmage Nebraska and Michigan, two pillars in high school mock trial. Nebraska had won nationals a few years before. Even given the talent of these teams, according to Whatley, everyone came away from that exhausting day with one belief: “We are not ready.” They would be lucky to place at all.



“Being educated in a classical school was more helpful to Mock Trial than I thought it would be. We are often put on the spot to share our thoughts or have discussions within the classroom. We also read great books that cause your mind to think on very complex topics. These things helped with Mock Trial immensely because we were able to take the case problem and really dig into the underlying details, prepare well-thought-out speeches and questions, and be quick to answer unexpected questions or objections.”

—Rebekah Epley, Junior

It is not uncommon for classical Christian schools to perform well in Mock Trial competitions around the country. Laina Wyrick from Logos School in Moscow, ID, won one of only 10 “Best Witness” awards.



That night was overwhelming. Assignments were given to fix and change things that should have been set in stone weeks ago. Many parts had not been rehearsed. Tensions increased.

Student Fern Greene recalls, “I felt exceedingly unprepared. Many members of my team were experiencing the same strain. I didn’t feel like I knew my statement well enough. I discovered there were holes in my understanding of the case itself. I almost had a breakdown.”

One counsel rewrote a major cross examination. Another counsel—it was discovered—had committed a mock trial unthinkable by not memorizing the opening statements. Another attorney had to “go rogue” during the scrimmages, completely disregarding the prepared materials after realizing they were not working. After a “very flat” performance by a lead witness in the scrimmages—who claimed she could only act while speaking in a British accent—the team decided unanimously that she should keep the accent. Unfortunately, her character was supposed to be a native of Georgia—anything but a person with a British accent. They would hope for the best.

Another snag occurred the morning before competition began. “Dressing the part” is understood at the national level. Even without that, according to Whatley, “We believe in suits. We might get beat, but we’re going to look good doing it.” So, when he heard the words, “[A student] forgot his pants,” it was more than a passing observation. The borrowed pair of trousers didn’t go with his tailored suit coat. Or the cool tie. Without the tie, the shirt had to be unbuttoned. So their expert witness became one of a select group of under-dressed students. Could you win a national title in khakis?

To add to their feelings of unpreparedness, the announcement of the final two teams brought them face-to-face with Nebraska, the team they had scrimmaged two days before and who had “handed them their hats.” The Agathos team immediately sprinted back toward the previous courtrooms downtown. They had 30 minutes to eat, prepare their materials, and compose themselves for the national championship.



To see more articles about Mock Trial, this year's nationals scoring matrix, and the Agathos team roster and competition timeline, visit: ClassicalDifference.com/mock-trial

It was about 10 minutes later when they discovered that they did not have to go downtown, but only to the doors that were right beside them when the final teams were announced. A team that was hungry, tired, and literally dripping sweat entered the championship courtroom, confronted with lights, cameras, and microphones. They should have just followed Nebraska, who looked decidedly more cool.

After a hasty meal and frantic preparations, a conference call with Coach Ricci convened (he was back home with his wife and brand new baby) wherein two witnesses decided that if they were to have a shot, they needed to change some of the attorneys' questions and their witness answers. They needed a rewrite. So, minutes before the round began, the attorneys heard the new plan. There were three long seconds of silence. Then, "Let's do this."

A team that was hungry, tired, and literally dripping sweat entered the championship courtroom, confronted with lights, cameras, and microphones.

It was then that Coach Whatley saw a dejected witness, Fern, crossing the well. She was concerned about one of their attorneys, Ella. Ella had never wanted to be an attorney, so for luck her best friend, Fern, had given her a lucky coin. It had been in the shoe of Ella's prosthetic leg for every single round throughout their years of success, and it was, for the first time ever, missing. They searched frantically. The team was uneasy. Coach Whatley suddenly remembered, there was a coin under the table in the well of the courtroom, an unlikely location. It was the lucky coin.

Out of time, Whatley asked for a moment with his team. Their other, most important tradition, was to pray before each round. They were given 60 seconds.

It was at this moment that Whatley began to feel the pressure of his promise acutely. There was simply no way he could expect more of his team, lucky coin notwithstanding. Most likely, Nebraska did not just rewrite their case.



Mock trial is a good fit for classically trained students as it combines knowledge, logic, and rhetoric, the very framework of classical education.

—Jason Whatley

One of his student attorneys noticed the coach's anxiety, and said, "Mr. Whatley, we've got this. Go sit down."

The Final Round

Senior attorney Ella Seago described the final round:

At every point between the rounds I felt utterly inadequate for the task at hand. I suffered from dehydration, stress, and fatigue. It's the same way every year, every competition, and I always worry that I won't be able to stand the pressure again. Yet the moment court was called to order in the final round, I was no longer just Ella on a team of young high schoolers from a tiny classical school in a small town—I had become Ms. Seago from the seasoned team that was the state champion of Tennessee two years in a row. I felt righteous indignation when our client was accused, and genuine joy when we won an objection. Every prayer, every hour of study and moment of panic had led to that one trial. And in those moments, when I had expected the most extreme duress, I was somehow at peace. We did our best and that was all we could do. I thank the Lord that it was enough.

Ultimately, what won the day, according to Whatley, were two things. These are classically trained kids, who are "used to filling their minds with all sorts of information." And these kids have character. They are "resilient and humble, and they genuinely love each other." They work hard, without panicking. In the end, the story is about personal sacrifice and teamwork. Not a single team member earned an

[Continues on page 25 ...]

Seeking ACCS Graduates for Fulltime Employment

Colby Nipper is a successful and growing intellectual property law firm located in Boise, Idaho. We have multiple fulltime positions available.

❖ Engineers

Engineers support patent attorneys and agents in analyzing technical papers and patents. Exceptional income potential, generally higher (after the first two years) than other fulltime engineering positions. Proctored examination and BS in a hard science required, with electrical and computer engineering backgrounds preferred. Prior experience in law not required.

❖ Administrative Assistants

Administrative positions include excellent benefits and potential to grow into the legal or business side of Colby Nipper. Proctored examination and advanced general computing skills required. Prior experience and college degree not required.

Please email Robert@ColbyNipper.com for details.



fresh PERSPECTIVE

Thought-provoking insights from influencers, advocates, and innovators shaping our world today.

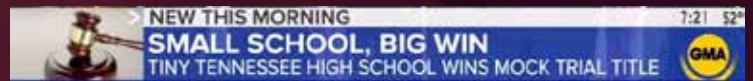


SUBSCRIBE TO FOUNDERS FOR

FREE

WWW.PHC.EDU/FOUNDERS

Patrick Henry College, at 10 Patrick Henry Circle, Purcellville, VA 20132 is certified to operate by the State Council of Higher Education for Virginia.



Good Morning America reported on the win, calling it a “David and Goliath” story. For a link to the video, visit: ClassicalDifference.com/mock-trial

good—and I was filled with such pride in my team, and thankfulness to God for giving us the opportunity.

individual award. “These kids were trained in more than logical thinking. They were trained in community. Absent classical education, they couldn’t have done it.”

What kept Whatley in the courtroom, he believes, was prayer. When he began to think there was no way he could make it through the round, he suddenly felt an inexplicable calm. Later he discovered, this was the same moment when a mom noticed his extreme nervousness, and began to pray for peace. By God’s grace, he got to watch a good round.

Agathos Classical Wins

After the championship round, the two teams were bussed back to the awards venue and ushered to the front to the tune of the Superman theme. According to Fern:

There are not words to describe what I felt when they announced Nebraska as number two. Everything around me seemed to fade. Our work had paid off. We reached our goal. It was a good moment, in the full classical definition of the word—an “agathos” kind of

Looking Back

According to Whatley and Ricci, who are law partners as well as coaches:

By normal standards, Agathos should have never been able to compete. ... Coaching classical students was like fine-tuning a well-oiled, beautifully engineered machine. We were starting with something quality, something good, something that was fully prepared for the great challenges we would throw at them.

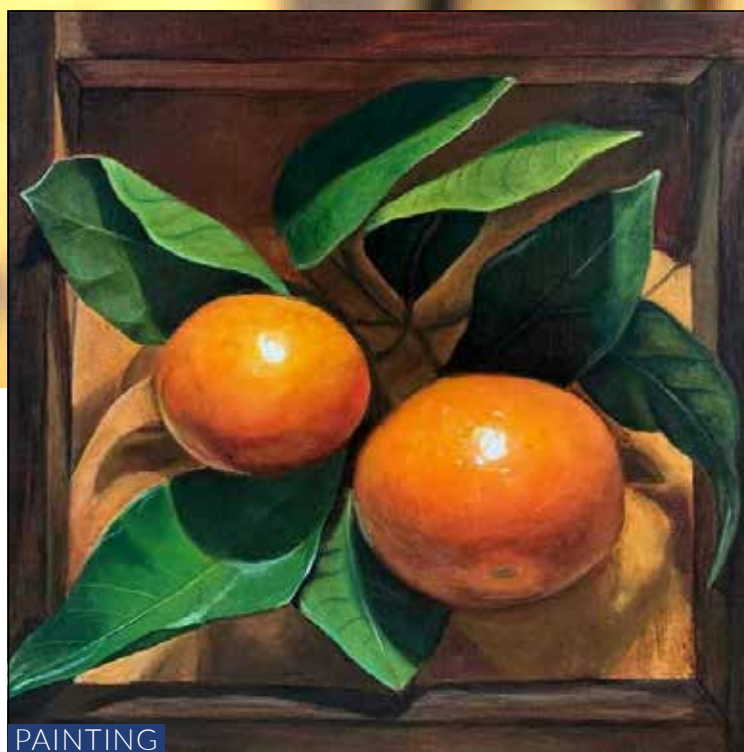
Shortly before the national tournament, in the face of an upcoming scrimmage against a highly skilled attorney, I reluctantly asked the kids whether they could handle making last-minute changes to their case in light of what they would learn. One of the students looked at me, smiled, and responded, “Mr. Whatley, we’re classical students. We can handle it.” The student’s declaration proved true time and time again. ■■

STORMY GOODWIN is the wife of a mock trial coach and mother of a high school “mock trialer.”



DOWN THE HALLWAY

2019 Blakey Prize in Fine Art



PAINTING

1st

"SWEETNESS"

Seraphina Culp
Rockbridge Academy (Millersville, MD)

"Earlier this year, I fell in love with trompe l'oeil. Trompe l'oeil is a style where objects of the composition appear to leave the canvas. In 'Sweetness,' I was inspired to paint the 'frame' directly on the canvas in the form of a box containing the oranges. Surprisingly, most orange varieties are ripe for picking in the winter months. I was amazed by how such freshness could be found in the bleakest time of year. It may be a reminder from God that there is goodness wherever you are, you just have to look for it."



DRAWING

1st

"LIMELIGHT"

Emma Nasser
Cair Paravel Latin School (Topeka, KS)

"When I first saw Caravaggio's paintings, I fell in love with the deep, bold contrast between his lights and darks. My drawing attempts to capture that same beauty in black and white, using chiaroscuro."



Brighten our walls!

We like to fill our hallway with student art, poetry, essays, short stories and other good works. Send your submissions to ClassicalDifference.com/submissions. Published student works earn a **\$10 Amazon gift card** for purchasing classic books. Or crayons.



PAINTING

2nd

"OLD MAN"
Gadi Edwards
Logos School (Moscow, ID)

"My younger brother and I both love portraits; he's a photographer and I love to paint. He showed me this black and white portrait he had taken and I was immediately inspired to paint it. I mainly focused on capturing the expression rather than trying to capture the likeness."



DRAWING

2nd

"SOUL MATES"
Hannah Hamilton
St. Stephen's Academy (Beaverton, OR)

"I've always been a big fan of the realistic style of artwork. Though it does take time ... the finished product always comes out looking beautiful. The artist Adonna Khare has been a very big inspiration for me personally. It's almost impossible to distinguish photo from drawing when it comes to the art she creates. I've always loved her style and continue to strive for the same level of realism she is able to portray, in my own work."

From Captain to Headmaster

“I wondered how often our educational system had failed these young people. And I wanted to do something about it.”

BY JULIE NAGEM



Upon returning from deployment, Navy Captain Ralph Janikowsky began a new assignment at the Pentagon as the Navy’s Analysis, Programming, and Integration Deputy for Naval Warfare Requirements. During this tour—which would become his last—Captain Janikowsky felt the call that convinced him his naval career was drawing to an end.

It seems like a logical step, right? From the Pentagon directing U.S. Navy planning, programming, and analysis, to running a classical Christian school in Memphis, TN. Or, maybe not. But if you met Headmaster Janikowsky in the halls of Westminster Academy, you would feel as though he was in the perfect job in the perfect place at the perfect time.

Start at the beginning, and it’s easy to see God’s sovereignty at work all along. At the U.S. Naval Academy, Janikowsky received a BS in marine engineering. He went on to complete nuclear power training and serve on the USS *South Carolina*, USS *Truett*, USS *Virginia*, and USS *Vicksburg* before becoming commander of the USS *Hewitt*. He continued his education at the National War College, where he obtained an MA in strategic studies, and went on to become a professor of military strategy at National Defense University (NDU).

During this tour at NDU, he developed a passion for education and began to serve on the school board of Rockbridge Academy in Millersville, MD. From NDU, Captain Janikowsky went on to command the USS *Princeton*, which was deployed in support of Operation Iraqi Freedom.

While in command of the ship, Captain Janikowsky interviewed every young sailor aboard his vessel. He noticed a trend among the younger generation.

I was shocked that so many talented and intelligent young men and women entering the Navy were largely unsuccessful in high school, college, and the workforce. I found that over and over again these young men and women had been let down by their educational experiences.

Marine engineer and naval commander to school administrator is not the most obvious jump. But when Janikowsky thought back to that common thread among the young people in his command, it sparked something in his soul.

Thinking over the countless interviews I had with young people on my ships, I realized they did not possess a Christian theology. They did not possess an ethical system to apply to all of life. At the age of 20–22,

they were trying to figure out who they were and if they would ever be successful. I wondered often how our educational system had failed these talented people. I wanted to do something about it!

Because his daughters were already enrolled in Rockbridge Academy, Janikowsky knew of the tremendous benefits of a classical Christian education, and he felt that was the place to make an impact upon the next generation. He attended several ACCS conferences where he learned the “ins and outs” of classical Christian education. “When the position of principal of upper school at Rockbridge Academy came open, it was an easy decision for me to make because God had already worked in my heart. It was time for me to move on from the Navy.”

He accepted the job as principal at Rockbridge Academy. As God was opening doors, he realized that so many of the lessons and training he gleaned from his time in the Navy would prove helpful for his transition to academia.

The Navy is a wonderful proving ground for leadership. It prepared me to invest in people, to build teams, to honestly assess performance, and to encourage young men and women to face challenges and push through difficulties to succeed. All of these skills serve me well in my new career.

After a decade at Rockbridge Academy, Janikowsky found his way to Memphis, TN, to visit his eldest daughter, an RUF (Reformed University Fellowship) intern at Rhodes College. While on the visit, he learned that Westminster Academy, another classical Christian school, was seeking a new headmaster.



“The Navy is a wonderful proving ground for leadership.”



I attended two ACCS national conferences in Memphis in the late 90s. I was very impressed with how Westminster Academy was founded and with their team of people working at those conferences. Linda and I were invited to interview with the search committee, and after much prayer, we knew God was calling us to serve in Memphis.

It turns out, it was just another way the Lord was orchestrating things, as now both of Mr. Janikowsky’s daughters live and work in Memphis.

While his journey has led him to exactly where he feels he should be, Janikowsky still misses being at sea. “The sky and sea are never the same, and they speak profoundly about our creator God’s power and sovereignty. Looking out from the bridge of a ship always brought me excitement and joy!”

Now, he finds his joy by viewing a different side of God’s creation.

“The joy of being a classical Christian headmaster is that I can tie all of learning, discipline, and interpersonal relationships to Christ. The Navy was not a place where I could openly make these connections. I am convinced that it is vitally important for classical Christian educators and administrators to be constantly pointing students to Christ, the cross, and by grace, a home in heaven.” ■■

JULIE NAGEM is in charge of public relations at Westminster Academy in Memphis, TN.

EDITOR’S NOTE: Possibly more than any other form of education, ACCS schools are staffed by professionals from all walks of life and from many varied backgrounds. Why? We hope to show you in this regular column, “CALLED.”

IN PURSUIT OF PERMANENT THINGS

REPAIRING *the* RUINS

2019 ACCS CONFERENCE
ATLANTA, GEORGIA

“Both my husband and I feel overwhelmed and humbled at the same time as [Charity's] parents for the encouragement we received from everyone at the conference. ... We are so grateful and in awe of the work that God is doing in Charity's life. We pray God will be using all children from ACCS schools to further His kingdom in mighty ways.”

—KAY KYONG A KIM, mother of Charity Kim,
this year's Chrysostom Oratory Contest winner

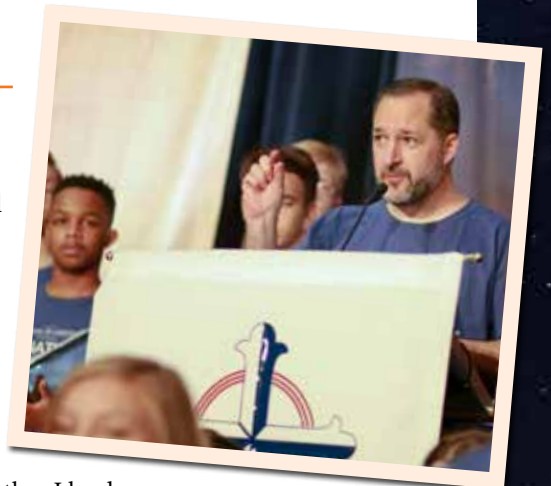


EVENT HIGHLIGHTS

■ National Honor Choir



The second annual ACCS National Honor Choir, sponsored by New Saint Andrews College (NSA), provided another glimpse into the amazing talent of our students. This year, over 80 students and chaperones were hosted in Georgia State University dorms. Despite long practice days, students found time to line dance, play games, and host some friendly musical competitions.



For a brief video of the concert, visit: ClassicalDifference.com/Conference

According to NSA's Heather Lloyd, "The celebration after the concert involved a ball for the Honor Choir kids—this was a blast! Friendships were made, music was learned, and the Lord was worshiped."

■ Leader's Day

And you thought Chick-fil-A was just for lunch. This year, Chick-fil-A corporation hosted over 250 ACCS leaders to help them bring values such as hospitality, organization, and vision to their schools.



BASECAMP LIVE

LISTEN NOW TO PODCAST & SHOW

ClassicalDifference.com/BaseCampLive

BaseCampLive was busy at the conference interviewing speakers and attendees. Hear what they have to say on a variety of topics.

Visit ClassicalDifference.com/BaseCampLive

SPEAKER HIGHLIGHTS

OVER 50 SPEAKERS PRESENTED AT THIS YEAR'S CONFERENCE. HERE ARE SOME HIGHLIGHTS.

■ Abdu Murray: SENIOR VICE PRESIDENT OF RAVI ZACHARIAS INTERNATIONAL MINISTRIES

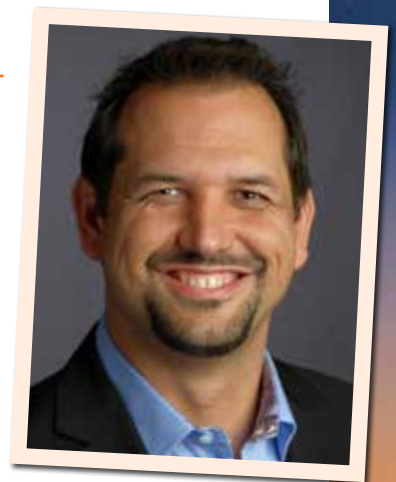


BASECAMP LIVE

LISTEN NOW TO PODCAST & SHOW

ClassicalDifference.com/BaseCampLive

Hear more from Abdu Murray:
ClassicalDifference.com/BaseCampLive



For most of his life, Abdu was a proud Muslim who studied the Qur'an and Islam. After a nine-year investigation, Abdu discovered the Christian faith. The author of several books, he has spoken to diverse international audiences and has participated in debates and dialogues across the globe.



■ **George Grant:** PASTOR OF PARISH PRESBYTERIAN CHURCH, FRANKLIN, TN

Back by popular demand, George Grant founded Franklin Classical School in Franklin, served as assistant to D. James Kennedy, taught at Knox Theological Seminary, promotes classical Christian education around the globe, and is the author of more than 60 books.

■ **Ben Sasse:** U.S. SENATOR REPRESENTING THE GREAT STATE OF NEBRASKA

Ben comes to the Senate having spent the previous five years as a college president. The 130-year-old Lutheran college was on the verge of bankruptcy when he arrived, but became one of the fastest-growing higher education institutions in the country by the time of his departure. Most of Ben's career has been spent guiding companies and institutions through times of crisis with straight talk about the core issues. He has worked with the Boston Consulting Group and McKinsey and Company, as well as private equity firms and not-for-profit organizations.



■ **Doug Wilson:** PASTOR OF CHRIST CHURCH, MOSCOW, ID

As a founder of the CCE movement and a pastor, Douglas Wilson continues to offer fresh insight and provokes us to go further up and further into classical Christian education.



Hear and read more from our speakers: ClassicalDifference.com/Conference

AWARDS AND HONORS

Chrysostom Oratory Competition

THIS YEAR'S FIRST PLACE WINNER WAS CHARITY KIM FROM VERITAS CLASSICAL ACADEMY, FULLERTON, CA.



Hear the winning speech and learn more about John Chrysostom at: ClassicalDifference.com/Chrysostom

This competition is open to all ACCS member school students. The winner receives \$1000. 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 website.



BLAKEY PRIZE | PRIZE | | in FINE ART |

Blakey Prize

Each year, the conference is adorned by exceptional student artwork. See the winners of this year's contest on page 26.



NEWEST ACCREDITED MEMBER SCHOOLS



■ Faith Christian School,
ROANOKE, VA

■ Regents Academy,
NACOGDOCHES, TX

RAISE THE SONG

Interested in learning more about music in classical Christian schools? Check out *Raise the Song*, released at this year's conference.



Visit ClassicalDifference.com/Publications



THANK YOU ...

... to our Platinum conference sponsors:



The College
at
Saint Constantine



NEW SAINT
ANDREWS
COLLEGE



NEXT YEAR

REPAIRING *the* RUINS 2020

LOUISVILLE, KY • JUNE 16-19, 2020 • GALT HOUSE HOTEL

The conference is for parents, too! Come ready to learn and leave ready to inspire.



For more information, visit: ClassicalDifference.com/Conference

Our teachers do more than fellowship. The goal is to bring both practical and spiritual lessons home to our students.



[... continued from page 11]

details are being considered. Accountability begins as a discussion that allows the Expected to hear again and see afresh what is expected of them, and it allows the Expecter to communicate where they think the image is distorted or where the Expecter is amiss. After these times, both the Expecter and Expected must be held accountable. The Expecter will ensure the image has not randomly changed, and the Expected will ensure they are still aiming to live up to the right expectation(s).

8 THE LAW OF THE UNEXPECTED.

I'm guessing, because I'm going off the seven laws of teaching, you didn't expect this eighth law. Well, here it is. And it's here because we don't have exhaustive knowledge of ourselves, of the world, or even of our own expectations—those images by which we judge the world. And this means there will always be the Unexpected. How well can we pivot? How patient are we? How gracious are we? How well can we exercise the gifts God has given us to find creative solutions in order to lead and follow well? What did we even expect of our own expectations? Suddenly, when the Unexpected comes before us, we have to re-evaluate our



Jonathan Edwards Classical Academy, Whites Creek, TN
Kindergarten Graduation, Photo from Jill King

own expectations, and maybe it is a new image we need after all.

“We should expect a year of growth for us, alongside our students and children.”

EXPECT TO GROW

As we look out over this coming school year, we should expect a year of growth for us, alongside our students and children, for this is one of the

greatest distinctions of classical Christian education: it challenges our expectations of education, of ourselves, of one another, of Christendom, of humanity. Even still, our expectations must not only be the right ones, they must be aligned with the aforementioned laws.

When things break down this coming school year, we can anticipate that one of the top seven rules has been violated: that images are fuzzy, or the Expecter has failed to communicate an image, or the Expected has rejected an image, or there has been no accountability and so the image has adjusted slightly over the months. When things are thriving and vivacious, a quick diagnostic would show all seven rules upheld.

But be not misled in thinking these seven rules only apply to our classical Christian schools; they belong to the home just as much as they belong to the Church and any other organization or society. It is merely the academic institution that will bear the weight of so many expectations, and at such a variety, for the next ten months. We ought to realize we are not Bilbo Baggins; we have not set out on an unexpected adventure. This coming school year will indeed be an adventure, but it will be one filled with a legion of expectations. ❖

BRIAN DAIGLE is headmaster of Sequitur Classical Academy in Baton Rouge, LA.



Bradford Academy, Mebane, NC



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

All Good Things

■ AUGUSTINE CLASSICAL ACADEMY, MECHANICVILLE, NY

This spring our school's rowing team qualified its largest team ever to the Scholastic National Championship when 14 rowers in 5 events cranked out bid winning performances at our State Championship. While at Nationals that team of athletes, which represents more than half of the 20 high school-aged students in our school, hauled in two national titles in the Junior Girls Double and the Lightweight Boys Double, a bronze in the Freshman Girls Quad, a 4th place finish in the Senior Girls Double, and a 10th place finish in the Junior Boys Quad.



To read more about the benefits and implementation of this program, visit: ClassicalDifference.com/rowing.

This photo shows the whole team on the shores of Dillan Lake, OH, after the first win in the finals and moments after the frosh girls returned from their against-all-odds, come-from-behind bronze medal finish.

—Matthew Hopkins, Head of School

■ CAIR PARAVEL LATIN SCHOOL, TOPEKA, KS

Each spring our 8th grade students, teachers, and a handful of parent-volunteers complete a 25-mile bike ride filled with rough roads and steep hills. Some exhausted students quickly reach their physical limits and do not want to continue. And every year an amazing act unfolds. Parent riders quietly come alongside those who struggle behind the pack, and with a little bit of gentle coaching paired with a strong push, the student is once again riding successfully over the hill and on to the next challenging leg of the journey. These parent riders are a metaphor for the body of Christ when everyone shares their gifts to bring Him glory.

Why do we require students to do things that are difficult? We require it because of the enormous growth that happens when a student pushes beyond what is comfortable and achieves what they once perceived to be impossible. There is value in facing difficult things when we are younger to prepare us for the difficult things that inevitably cross our paths later in life.

The Apostle Paul understood this and spoke of God's provision:

...for I have learned in whatever situation I am to be content. I know how to be brought low, and I know how to abound. In any and every circumstance, I have learned the secret of facing plenty and hunger, abundance and need. I can do all things through him who strengthens me (Philippians 4:11-13, ESV).

Paul had been through difficult trials and had enjoyed the blessing of plenty. But the real reason he was able to do these things was because they were done not in Paul's power, but through Christ's.

—Stacey Hickam

“Enormous growth ... happens when a student pushes beyond what is comfortable and achieves what they once perceived to be impossible.”

—STACEY HICKAM

Annual 8th Grade Bike Ride
Cair Paravel Latin School, Topeka, KS
Photo credit: Susan Rollenhagen



GIVE IT YOUR BEST SHOT! Want to be the last face people see in the next issue? Submit your best school-related photo. If your photo is selected, you'll also receive **\$25 CASH**.

Visit ClassicalDifference.com/partingshot to submit your photo and see submission details.

INTENTIONAL

*You chose classical and Christian education because you wanted something **more** for your children and their future.*

BEING INTENTIONAL DOESN'T STOP AFTER HIGH SCHOOL



AS YOU BEGIN THE COLLEGE SEARCH, ASK THESE 3 QUESTIONS:

Is the college committed to the highest levels of academic excellence?

Does the college build a profound appreciation for America's founding principles?

Is the college dedicated to bringing the light of Scripture to every aspect of a student's life?

If the answer to ANY of these questions is NO, why send them there?

THE PATRICK HENRY COLLEGE FORMULA

*High Academic Rigor
Fidelity to the Spirit of the American Founding
Unwavering Biblical Worldview*



PATRICK HENRY COLLEGE
for Christ and for Liberty