

THE CLASSICAL

VOLUME 2, NUMBER 1 | SPRING 2016

BRINGING LIFE TO THE CLASSROOM

DifferenceTM

A NEW LESSON *in* RWANDA

A war, a teacher,
and a story

ALSO...

- One Student's Road to Russia
- A Dinner of Biblical Proportions
- *Star Wars*: The Surprise Source



Logos School, Moscow, ID

THE CLASSICAL DifferenceTM BRINGING LIFE TO THE CLASSROOM

Table of Contents

ON THE COVER:

A War, a Teacher, a Lesson, and a Story	8
From an ACCS School to Russia.....	14
The Great Stories, Retold, Form a People	26
Times and Seasons	38

COVER PHOTO: By Val MacMahon. Student Leah March visits Rwanda with Jenny Rallens (not pictured—see story page 8).

INSIDE:

A Little Cultural Snobbery, Please.....	3
Set Apart	4
Rafiki: World-Changing Education	16
Restoring the Habits of the Heart	20
Parents Speak	22
Down the Hallway	24
American Class.....	28
Late Again!.....	29
Light of the Nations	30
School Snapshots	32
ACCS Member Schools.....	34
Parting Shot	39

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Letters



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- About Classical Christian Education
- Bible Times Dinner: Recipes and History
- Blogs and News

Corrections

VOLUME 1, NUMBER 1, FALL 2015

- The SAT Chart on page 12 was printed with permission from The College Board (www.collegeboard.org).
- The article on page 7 final sentence should have read: "Classical Christian schools around the country work daily to repair the damage."

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A Little Cultural Snobbery, Please

How other cultures help us recover our own



“Well, ... I don’t know. That, you’d have to convince me of.”

This wry and skeptical reaction from a teen working on her senior thesis said volumes. What statement of mine could have elicited such a challenge?

“There are better cultures and worse cultures.”

Christians believe in good and evil. Beauty and ugliness. Truth and falsehood. But, here in the U.S., why do we struggle if these standards are applied to a culture? Americans might turn a blind eye to cultural differences, but our Christian brothers and sisters overseas do not. I hope this issue of *The Classical Difference* will illuminate that which we struggle to see.

Some time ago, a group of Chinese scholars was asked to “look into what accounted for the ... pre-eminence of the West all over the world.” Their answer: The “heart” of the West’s pre-eminent culture—Christianity. (See ClassicalDifference.com/LinksforSpring2016 for this “Breakpoint” from Chuck Colson.) Why does democracy struggle in the Middle East? Class equity in India? Religious

liberty in Southeast Asia? These questions all come down to culture, or what used to be called “a people.”

Early in the fifth century, St. Augustine wrote what is probably the second most influential work after the Bible, *City of God*. He wrote about the kingdom of God and the impact its people had on culture. He defines “a people”—or culture—as “an assemblage of reasonable beings bound together by a common agreement as to the objects of their love.”

“Objects of their love?” What does this have to do with culture? What does it have to do with your family? In a word: everything. This is why classical Christian education seeks to cultivate rightly ordered loves in our students. We want students to love to worship God, to love others as themselves, to love virtue and hate evil, and to love and enjoy beauty. These are why we educate.

Augustine continues his commentary on culture: “To discover the character of any people, we have only to observe what they love. It will be a superior people in proportion as it is bound together by higher interests, and inferior as it is bound together by lower.” Clearly, Augustine believed cultures should be judged.

Now, before we start asking Indonesian people to wear wool suits, we need to heed Augustine’s words about cultural customs and habits. “It is a matter of no moment ... whether he who adopts the faith ... adopts it in one dress and manner of life or another, so long only as he lives in conformity with the com-

mandments of God.” People with various customs need not throw them out, but they will be blessed as they conform them to Christ. This is how a pagan solstice feast became Christmas!

Several years ago, a Rwandan pastor visited the classical Christian school in our area. [See page 8]. He was taken by the idea that education could be Christian in every subject throughout the day. He said that, had classical Christian education been widely practiced in Rwanda, the 1994 genocide in his country might not have happened. At first, I thought this statement too bold. But as he explained, I realized that he instinctively understood the importance of *paideia* [for more on *paideia*, visit classicaldifference.com/about]. He simply observed that the way we are educated influences who we become and what we love. This is a key contribution of Christianity to the nations—rightly ordered loves.

From Indonesia to Iraq, from Africa to Seoul, from Haiti to Hawaii to the Bahamas, people worldwide see the value of classical Christian education in forming souls, and shaping them to love Christ. Our Christian brothers around the world want to see God bless their cultures, not with the kingdom of the West or America, but

with the kingdom of Christianity. It just so happens that, for over 1000 years, the West embraced Christianity. So, it’s a good place to start.

David Goodwin
President, ACCS

Quotes taken from Augustine’s *City of God*, Book 14, chapters 23, 24, 25. ■■

*“To discover
the character
of any people,
we have only to
observe what
they love ...”*

DIY Parenting

The good, the bad,
and the obedient



Logos School, Moscow, ID

When the time rolls around for us to talk to the teachers about how our kids have been doing at school, there are only two things we really want to hear: 1) they have been obedient, and 2) they have been cheerful about it. Don't get me wrong—we love to hear that they are excelling academically or making great improvement in a particular subject. It is just that we care a lot more about how they are behaving at school than we do about what grades they are getting.

There are a few reasons for this. The first and most important is obviously that it honors God. A great education is a gift. But it is a gift that comes with a corresponding gift for sanctification. Accepting new challenges thankfully, doing your best as unto the Lord, and even rejoicing when you fail are all things that shape a person. We want our children to prioritize honoring God and obedience to Him. Thankfully that is something that can still be done when the human authority over you is not perfect. Even when that authority has gone so far as to be downright annoying, our children can still thrive through obedience—not blind obedience, but a conscious and deliberate obedience to God.

[Continues on page 6...]

Through the Looking Glass

■ “After his senior year at Ad Fontes Academy, Michael Fitts chose to enter the Marines as an enlisted member so he could have a voice with the foot soldiers. As his former church history teacher, I was delighted to hear that on his first deployment, he asked his mom to send him two books, one of which was Eusebius’ Church History!”

—Ad Fontes Academy,
Centreville, VA

.....



HISTORY, FOURTH-GRADE STYLE

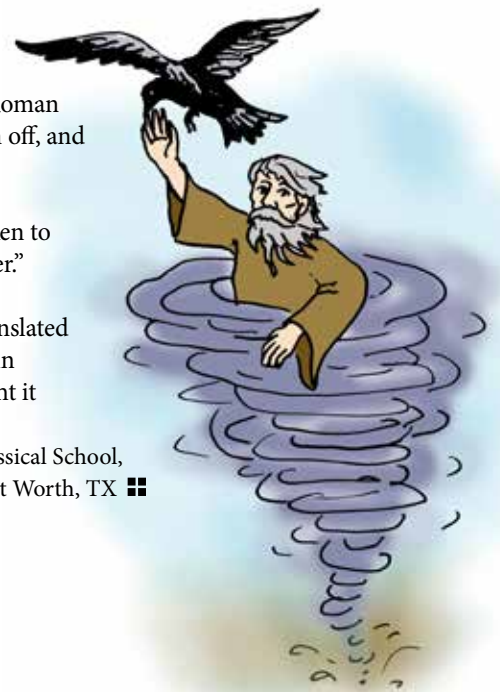
■ “Augustine just wanted to party in high school, but everyone in high school wants to party.”

■ “Justinian gathered up old Roman laws, dusted them off, and used them again.”

■ “Elijah was taken to heaven by a twister.”

■ “St. Jerome translated the Bible into Latin because he thought it was fun.”

—Covenant Classical School,
Fort Worth, TX ■■



Century Watch

This year in history: 1816



IDEAS AND THEIR CONSEQUENCES: THE UNFORTUNATE LEGACY OF A WELL-INTENTIONED PRINCETON PRESIDENT

Two hundred years ago this year, in 1816, John Maclean graduated from Princeton (then College of New Jersey). He dedicated his life to Princeton as a professor and then as its president.

Founded by the New Light Presbyterians in 1746 to train ministers, Princeton was arguably among the most prestigious and conservative Christian colleges at the time.

A mathematician turned ancient language professor, Maclean was the first and only bachelor president. A devout Presbyterian, he gave his time and energy to the students through the principle of *in loco parentis*. This centuries-old ideal in education recognizes that God gives fathers the responsibility to educate their children (Ephesians 6), not the government. Maclean watched over those students entrusted to his college and followed their lives even after their time at the school

[Continues on page 7...]

Great & Small

The classical art of archery



David Jacks is right on target for archery success. As part of the USA Compound Junior Dream Team (CJDT), Jacks is one of only 30 young compound archers nationwide who were selected for the competitive, traveling team. CJDT works to develop the archers' technical and mental skills to train them for success at the World Championship and World Cup levels. In 2015 Jacks won 1st place at the USA Archery Aggie Invitational at Texas A&M University.

"I ... enjoy the challenge. The great thing about archery is that you can always do better. No matter how good you shoot, you can always put one more arrow closer to the bull's-eye." ■

David Jacks is a 9th grade student at Covenant Classical School in Fort Worth, TX.

Submissions



To submit a story or quote, go to www.ClassicalDifference.com/submissions. Published submissions in the "Set Apart" section are worth \$25 in lunch money.

[...“DIY Parenting,” continued from page 4]

Another reason is that our children are in an academically rigorous school. There is so much work to be done, so many things to practice, so many new concepts to master. If they are not cheerfully disposed towards their work and towards their teacher, it is far more likely that they will struggle with academic burnout—being overwhelmed by all the work they have to do, and consequently discouraged and tired. Or, if they are a naturally gifted student, they may slip into a prideful and performance-oriented approach to everything. Neither is what we hope for in our children.

We tell our kids that the first step to being good at something is to be good at being bad at it. If you can do that, when you finally master the subject or skill, you will be good at being good at it. On the other hand, if you start out bad at being bad at it, you will (through much work and trouble) become bad at being good at it.

This is what we hope for most in our children—that they will be good at being bad at things, be good at mastering things, be good at failing unexpectedly, and be good at learning to do better. ■■

RACHEL JANKOVIC is a wife, homemaker, and mother of seven. She graduated from New Saint Andrews College, but mostly reads cookbooks now to avoid story grip (being highly susceptible). Rachel’s books *Loving the Little Years* and *Fit to Burst* continue to be parenting favorites. She is also a contributor to the *Desiring God* blog and is featured in their book *Mom Enough*.

If they are not cheerfully disposed towards their work and towards their teacher, it is far more likely they will struggle.



Grace Classical Christian Academy, Granbury, TX

“But what if this line of thinking gets off on the wrong foot? What if education ... is not primarily about the absorption of ideas and information, but about the formation of hearts and desires? What if we began by appreciating how education not only gets into our head but also (and more fun-

damentally) grabs us by the gut? What if education was primarily concerned with shaping our hopes and passions—our visions of ‘the good life’—and not merely about the dissemination of data and information as inputs to our thinking? What if the primary work of education was the transforming of our

imagination rather than the saturation of our intellect? ...

What if education wasn’t first and foremost about what we know, but about what we love?”

—James K.A. Smith,
Desiring the Kingdom

[..."Century Watch," continued from page 5]



Princeton. Photo ©James Loesch: <https://www.flickr.com/photos/jal33/>

was done. He even went so far as to outlaw Greek fraternities, which he believed had a negative influence on the atmosphere of the campus. As a general policy, he sought a balanced curriculum, believing there was a fundamental body of cultural studies that every educated person should be required to pursue before preparing for a profession.

But, he was also one of the chief architects of New Jersey's public school system, and an outspoken supporter of non-sectarian, tax-funded public schools where the control was removed from parents and placed into the hands of school boards. His plan was eventually adopted by the state's legislature.

While he believed in education infused with the liberal arts and conducted *in loco parentis*, he compromised and sought the ideas of his age.

Maclean would certainly have seen things differently, had he foreseen the consequences.

Why? In a nutshell, everyone was doing it. At the time, belief in state control to bring about the common good permeated all areas of life. Public schools, which eventually rejected any religious influence, naturally flowed from this belief.

What happens when we violate biblical principles for seemingly good reasons? The answer can be summed up in Richard Weaver's now famous quote: "Ideas have consequences." Maclean could hardly have foreseen the cultural shift that would come about over the next 200 years. God's word often calls us to principles that seem impractical or unnecessary when we are immersed in the routines of our time. As we now know looking back through the decades, times changed.

The ideas are bearing fruit. Parents in New Jersey are marginalized. Recently, a New Jersey government worker knocked on the door of a homeschooling family and questioned them for hours based on an unsubstantiated tip about "improper" homeschooling. In another New Jersey case, parents have

been unsuccessful in preventing a law forcing their children to use the restroom unsupervised with students of the opposite sex to accommodate gender identity rights. Maclean would certainly have seen things differently, had he foreseen the consequences. That is why we should seek wisdom. As God reminds us in Proverbs 4:5, "Get wisdom ... do not turn away from the words of my mouth." God's word is full of good ideas. And, we can enjoy the good consequences if we have the faith to believe that God's ways are always above man's ways. ■■

Wisdom from the front

It is easy for any educator to mistake the trappings of education for education itself.

—Brian Douglas, *First Things*, 11/8/12, "Five Temptations for Classical Christian Education"

Old books are not great because they are old, but because they contain life-changing ideas.

—The Ambrose School

Imagine the joy I get from understanding that my gifts and talents are best used to help our students find their gifts and talents. Of all the vocations I can think of, I am blessed beyond belief to be called to be a teacher.

—Harrison Ross

Annapolis Christian Academy

Do you know a quote-worthy headmaster or teacher? Share their wisdom at www.ClassicalDifference.com/submissions.

The Path from an ACCS School to Notre Dame to Russia

Katie Bascom at the top of the world



New Covenant Christian School, Abingdon, MD

There's no telling where a classical Christian education can land you. It landed Katie Bascom three degrees from the Arctic Circle in Ukhta, Russia. However, because she has been fascinated with Russia since childhood, this is exactly where she wants to be.

She was introduced to the culture by family friends who adopted two Russian girls. She came to love Russian fairy tales and stories of Russian history. As a high school student at New Covenant Christian School (NCCS) in Maryland, she was captivated by the writings of Dostoevsky, Chekhov, and Tolstoy. She knew that one day she would learn Russian, so she could read the stories in the original language.

Her progression through the Great Books taught Katie that literature doesn't exist in a vacuum; to understand modern

literature, one has to understand all that came before it. "I could recognize and understand forms because my middle and high school teachers gave me an understanding of biblical allusions and allusions from earlier cultures. I appreciated epics, historical chronicles, and fairy tales. Literature goes in a continuum. It doesn't come out of nowhere," Katie explains.

After becoming one of the first New Covenant graduates, Katie went on to major in Russian language and literature, and minor in medieval studies at Notre Dame University. Dr. David Gasperetti, Chair of the Department of German and Russian at Notre Dame, said of Katie, "She is an extremely perceptive reader of literature. Katie has also built an impressive resumé."

That she has. She studied in St. Petersburg for a semester, wrote an honors thesis on Vladimir Nabokov, served as a Russian tutor, and helped organize Notre Dame's Russian choir. No doubt all this helped her become a Fulbright Scholar through the State Department, which is why she is now teaching in Russia.

"At first, I was wait-listed. About two weeks after the last day of the waitlist period—and only a few days before I graduated—I got a phone call asking me to step in as an alternate and get ready to teach Russian students in Ukhta!" she recalls.

One might think that New Covenant afforded Katie many extra-curricular opportunities to develop such leadership. However, as a new school it offered one choice—Entomology Club. Choir was added after Katie and a classmate started a girls' ensemble.

Parents often look at a new classical Christian school and assume the lack of extra-curricular programs will limit

their child's success. Katie is one of many students from start-up ACCS schools who found the exact opposite to be the case. In fact, new schools offer students an opportunity to demonstrate creativity and leadership by starting programs; thus, future students stand on the shoulders of entrepreneurs like Katie.

Katie is the kind of scholar who would have excelled with the right books and a park bench for a school. However, she credits her teachers at New Covenant, noting that, "In every subject, learning was through reading, looking for the author's intent and making inferences. Each teacher developed those processes in my brain."


She added that her Latin studies taught her how to decline nouns, conjugate verbs, and grow accustomed to learning a language with a different syntax and set of rules. Thus her Latin studies enabled her ability to become conversant in Russian.

One of the first things she noticed at Notre Dame was how her relationship

The honors thesis experience could have been scary, "but I had already done that twice at New Covenant through my junior and senior theses."

with her high school teachers gave her a unique perspective on college professors. "Many of my public school friends saw professors as givers of information; whereas on day one, I was comfortable

[Continues on page 23...]



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HOW WE RANK

America's Top Colleges – *Forbes*
Best National Liberal Arts College
– *US News*
Best Undergraduate Engineering Programs
– *US News*
Top Value Private Liberal Arts
– *Consumer Digest*
Best 379 Colleges
– *Princeton Review*
Best Colleges for your Money
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– *Business Insider*
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A CORD OF
THREE STRANDS
IS NOT EASILY BROKEN

Ecclesiastes 4:12



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The flag of Tanzania, featuring a green upper triangle and a blue lower triangle separated by a diagonal black band with thin yellow borders, flies from a tall pole on the left side of the image.

WORLD-
CHANGING
EDUCATION
ON A

GLOBAL

SCALE

Rafiki, Africa—Educating Free Men

Handmade cards cover the wooden desks in the bright classroom, and the second grade students read each one carefully, passing them around to their friends.

They call out questions about strange-sounding names like “Wynn” and “Cad-den,” asking if they are boys or girls. They ask if the boy who wrote that he liked “football” meant the American kind of football, or the African kind (soccer). They ask about the favorite foods listed on the cards—some are foods they have only seen in books.

The cards traveled halfway around the world from a second grade class at a classical Christian school in Texas, to this second grade class at a classical Christian school in Tanzania, East Africa. The Tanzanian students quickly get to work on their own construction-paper cards, laughing and talking as they write down their own favorite foods and games, sending back answers to their new pen pals.

When classical Christian education found its rebirth in the U.S. more than 25 years ago, no one would have imagined that this model of education could create a bridge between continents. But from recitations and Scripture memory, to classical literature and critical thinking skills, students at Rafiki schools in 10 countries in Africa

share common ground in education with their counterparts in the United States.

The Rafiki Foundation was formed in

1985 with a mission to help Africans know God through Bible study and raise their standard of living in various ways. Over the decades the mission expanded to meet the needs of widows and orphans in 10 African nations, providing loving group homes for children, and marketing of crafts for widows, while continuing to provide Bible study materials for all participants. Originally Rafiki planned to house and care for the children in

If they really wanted to improve these children's lives and give them a brighter future, Rafiki would need to provide an education for them as well.

its Rafiki Villages, and send them to school in their local communities, says Karen Elliott, executive director of the Rafiki Foundation. But it became clear





that if they really wanted to improve these children's lives and give them a brighter future, Rafiki would need to provide an education for them as well.

Rafiki's founders were familiar with classical education because of the Geneva School, a classical Christian school in Orlando, Florida, where Rafiki has its in-

ternational headquarters. To the founders and Rafiki's board members, there was no other choice but the classical Christian education model for the Rafiki schools.

"If you are doing Christian education, then the only pedagogy to marry with Christian education is classical pedagogy because it pursues truth," says Elliott.

"You can't really marry a progressive education with a Christian education."

Progressive education is the antithesis of what African schools need, Elliott says, because it trains students to be cogs in a wheel by teaching them to check boxes and regurgitate information without weighing and truly examining that information. A liberal arts education, on the other hand, "is the education of free men." Classical education rooted in biblical truth teaches students to use critical thinking skills, to ask questions, to probe deeply to seek out truth, wisdom and virtue.

Unfortunately, the packaged classical Christian curriculum available for purchase in the U.S. is both cost prohibitive for the ministry and culturally inappropriate for Rafiki schools. So Rafiki hired classical educators to write curriculum for a specifically African context: mangoes and passion fruit instead of apples and blueberries; Dar es Salaam instead of Dallas; Chinua Achebe alongside Charles Dickens.

To prepare Rafiki graduates to succeed in a global marketplace, the Rafiki curriculum maintains much of the foundations of western civilization taught in North American classical Christian schools, but African history and culture are emphasized as well. True to classical education,

Teachers wanted

Because of the rigor of the classical Christian education Rafiki is offering, finding qualified national teachers can be a challenge. University-trained educators with excellent English can command top salaries in their countries, and often teach in private international schools. Rafiki can't compete with those salaries, so the organization took a more sustainable, longer-range approach: they created their own classical teacher training program for high school graduates in each of the 10 countries where Rafiki operates. The program is called RICE (Rafiki Institute of Classical Education).

It will be another 10 years before Rafiki can fully realize the fruits of this teacher-training program, but their vision is expansive. Rafiki wants to train classical Christian teachers who can not only staff Rafiki's schools, but who can start their own schools all over the continent using Rafiki's classical Christian curriculum free of charge.

Rafiki regularly welcomes teachers from the United States and elsewhere to work in Rafiki schools, either in the classroom with the students, or training future teachers in the RICE program. Teachers can spend a summer working with Rafiki, or join them for a two-year (or longer) stint in a full-time teaching position. Interested teachers should contact Karen Elliott directly at karene@rafikifoundation.org.



Rafiki schools prioritize fine arts education—something generally unheard of in traditional African schools. As a result, they are always looking for music and art teachers from established classical schools to volunteer at Rafiki schools, not only to teach students, but to train national teachers as well.

Rafiki schools serve the orphans who live in the Rafiki Villages, as well as day students from the surrounding community on a space-available basis. The school fees for day students are very low compared to other private schools, and their reputation for providing a loving Christian environment and outstanding academics has created high demand. In Rwanda recently, a woman who was 7-months pregnant asked if she could register her unborn child to make sure she had a place at the school. At the school in Tanzania, more than 100 mothers, fathers, aunts, uncles and children waited for hours to interview for only 18 available spots. One 9-year-old girl went home in tears when she was told there was no room in her grade, then she decided to fast and pray, believing in faith that God would open a spot for her. (He did.)

When the handmade cards from Tanzania make their way back to Texas, a similar scene will unfold in a bright,

second-grade classroom with construction-paper cards spread across desks, passing from one student to the next. Children will ask questions about strange-sounding names like “Kindness” and “Innocence,” and what this food called “ugali” is like. In a few years, they will all—Tanzanian and American alike—be reading “The Bronze Bow” and reciting long passages from the book of Romans. They will discuss Plato, democ-

“The only pedagogy to marry with Christian education is classical pedagogy because it pursues truth.”

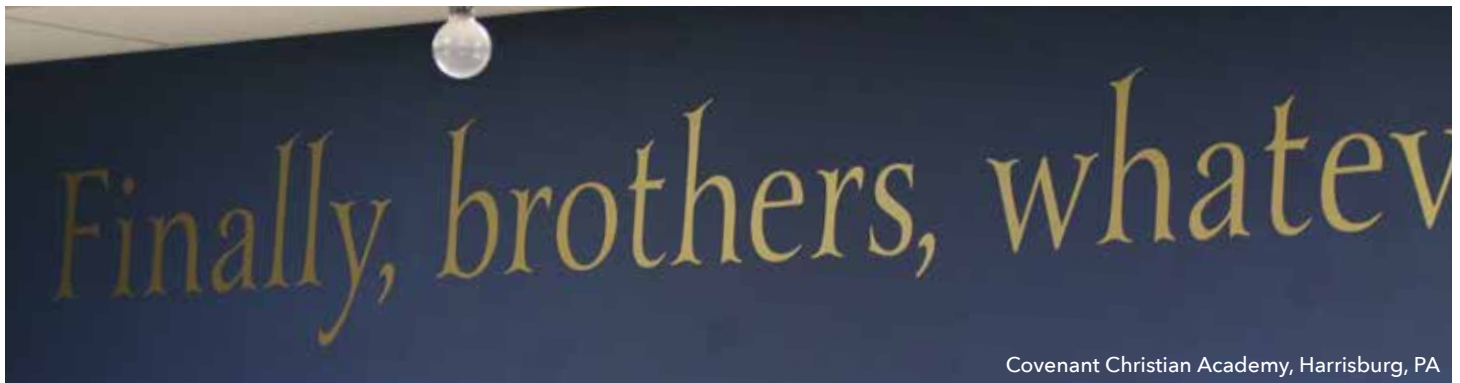
racy, and the ethics of slavery. And they will all, Lord willing, become lifelong learners who use the tools of their education to glorify God with their lives. ■■

AMY BURGESS is the Admission and Marketing Director for Covenant Classical School in Fort Worth, Texas. She received her B.A. in Communication from Biola University. Amy and her husband, Josh, have two children who attend Covenant.



Restoring the Habits of the Heart in American Education

The best fix for American schools



Covenant Christian Academy, Harrisburg, PA

The size and scope of the federal government has ballooned since the early 20th century. The advent of the bureaucratic state erodes the American founders' original idea of constitutional federalism and wages war on principles of self-government. This has direct ramifications on how American children are educated.

In *Democracy in America*, 19th century Frenchman Alexis de Tocqueville famously observed that the maintenance of a democratic republic depends on the manners or customs of the people. He coined these manners the "habits of the heart." These habits must be preserved at the smallest levels of society. But, he warns that "administrative power" may overtake these associations if we're not careful. His warning has manifested. But there is hope. The parental choice movement in education seeks to regain federalism in education. Efforts to restore the content of that education—the "habits of the heart"—through classical education models can then return.

The first major intervention of the federal government directly into the k–12 system occurred as one of President Lyndon B. Johnson's war on poverty initiatives—the Elementary and Secondary Education Act (ESEA).

ESEA was later revived and became the 2002 No Child Left Behind law in its seventh reauthorization, growing the 31-page document into over 600 pages of federal regulations and \$25 million in annual spending. Since 1970, the federal government has spent over two trillion dollars

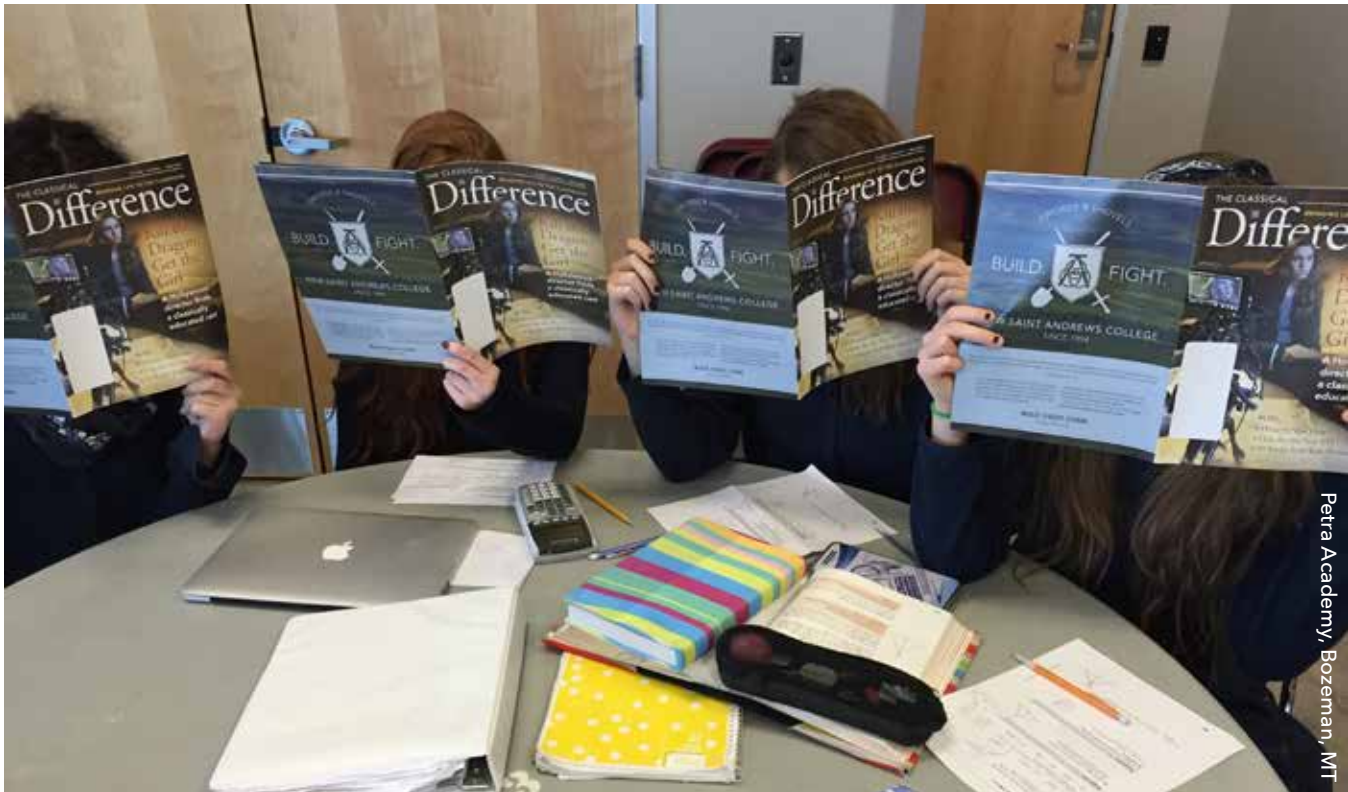
[DeTocqueville's]
warning has
manifested.
But there is hope.

on k–12 education. The result? Student achievement in math and reading has flat-lined since the 1970s. American students are still performing in the middle of the pack compared to their international peers, the achievement gap between black and white students has grown by five percentage points in 2014, and recent data from the U.S. Department of Education show that nearly one in three fourth-graders cannot read at a basic level, only 26 percent of high-school seniors are proficient in math, and just 38 percent are proficient in reading.

Adding to this trend of increased centralization, in 2009 the federal government tied \$4.35 billion in competitive grants and No Child Left Behind waivers to states who adopted administration approved national education standards (the Common Core).

American education is at a crossroads. One direction continues the trend of centralization. The other direction restores the substance and methods that reinforce Tocquevillian habits of the heart. Parental choice in education is achieved through changes in policy at the state and local level that move accountability in education from Washington back to those closest to the children: the parents. This is the first and necessary step toward the habits needed for a flourishing society.

The choice movement is booming. There are now 59 private school choice programs operating in 28 states and the District of Columbia. Private school choice measures allow parents to use a portion of the funds that would have followed their child to public school, or a scholarship from a charitable donation, to send their child to the schooling option that best meets their educational needs.



Nobel laureate Milton Friedman conceived the original voucher idea in 1955. In his foundational essay “Free to Choose,” he described an education system where every parent, regardless of income, was able to send their child to a school of their choice with their share of public funding. He understood this to be a prerequisite for “a stable and democratic society,” in which there is “widespread acceptance of some common set of values and without a minimum degree of literacy and knowledge on the part of most citizens.”

But while school choice is needed to restore federalism, classical models of education are needed to restore the values, literacy, and knowledge needed for productive citizens.

Classical education provides substance and pedagogy for a functioning, well-ordered society. Its proper role is the devel-

opment of moral and thoughtful human beings, without which, the American founders and Tocqueville understood, a democratic republic is unsustainable. The public education system has become a product of the administrative state, which is not beholden to virtue, tradi-

tion, and character. Classical education, on the other hand, forms the soul of the student in what is true, good, and beautiful.

When Tocqueville visited America he observed that democracy thrived because the nation’s civil associations flourished, by which he meant the schools and churches. It was in those associations that children were taught “habits of the heart.” And it was those habits that, Tocqueville argues, provided for the favorable “maintenance of the political institutions.” America has not yet succumbed to the Leviathan of the federal education system, but it could. ■

Classical models
of education are
needed
to restore...
values, literacy,
and knowledge.

BRITTANY CORONA is a state programs and government relations director for the Friedman Foundation for Educational Choice and formerly was an analyst for the Heritage Foundation. She is a John Jay Institute fellow and a Claremont Institute Publius fellow.

EDITOR’S NOTE: The ACCS, as a member standard, does not permit schools to take money directly from the state (vouchers). We guard our independence carefully. We do, however, support efforts that benefit parents directly, as long as they do not have regulatory strings attached.

“God bless you, and all our rulers, and give them the wisdom, as I am sure they have the will, to fortify us against the degeneracy of one government, and the concentration of all its powers in the hands of the one, the few, the well-born or the many.”

—Letter of Thomas Jefferson
to Joseph C. Cabell
Monticello, February 2, 1816

What do you think?

This month's poll

Are vacations essential, just another American commercial venture, or somewhere in between? We'd like to know where you stand (or sit, if you're on vacation).

■ The holiest of all holidays are those kept by ourselves in silence and apart, the secret anniversaries of the heart, when the full tide of feeling overflows.
—Longfellow

■ Thanks to the interstate highway system, it is now possible to travel from coast to coast without seeing anything.
—Charles Kuralt

■ If your work requires you to travel, you will understand that there's no vacation destination like home.
—Park Chan-wook



■ It is not more vacation we need—it is more vocation.

—Eleanor Roosevelt

■ The ant is knowing and wise, but he doesn't know enough to take a vacation.

—Clarence Day

■ The world is a book, and those who do not travel read only a page.

—St. Augustine

Weigh in



at www.ClassicalDifference.com/poll

**RESULTS PUBLISHED
IN THE NEXT ISSUE!**

Poll: Group Projects? **100%**

THE RESULTS ARE IN!

Are group projects a worthwhile teaching tool in the classroom? Much to the dismay of the conductor of this poll (a die-hard anti-group-project activist), **100% of respondents were in favor** of group projects. The following comment by "J" offers a unique perspective:

Group projects demand many actions similar to those required when committing to following Christ. First and foremost, denying oneself. For a group project to truly succeed, each person must lay aside their own need and desire for recognition and independence. Selflessness is required. Honor is needed. Submission to a will other than one's own is learned. None of this is done in a forced or evil way, rather in an educational and experiential manner. ■■

THE PICKUP LINE

An epic from the pickup line as Beowulf's mom might have seen it



I am mom! Hear ye, I have arrived in the parking lot! Though I am besmirched with lint from the laundry, I am on time! Though I am dreading homework, my car doors do open! Though I lack dinner options, I rejoice!

Ye other staid pilgrims who make harbor in this same parking lot each day, get out of my way, for I have made a long journey from the far North (side of town), yea, even from one county over, while many of ye noble and gentle locals do drive less than 10 minutes to get here.

Amid cheering welcomers do I open my gates, my Chevy galleon choked to the very gunwales with choicest tomes, casks of water, and great backpacks of finest canvas. This is your flagship! Enter and be glad.

For I will usurp the cunning artificers who do not pull forward. Before God and my fellow man do I declare that I have the right of way! We make longer journey than most of thou, therefore witness my courage as I cut you off, and then turn left! For the sake of all that is good and for mine cookies which I left

in the oven, part and make way! To you who somehow managed to get into the shorter line do I guarantee safe passage, once I am out of here.

Good day, my fellow travelers. To you do I make promise and pledge that I will not again read my student's copy of "Beowulf" before pickup tomorrow! ■■

—A MOM FROM THE NORTH

I Wish I Had More Time to Read ...

DIETRICH BONHOEFFER

The essence of optimism is that it takes no account of the present, but it is a source of inspiration, of vitality and hope where others have resigned; it enables a man to hold his head high, to claim the future for himself and not to abandon it to his enemy.

—*Letters and Papers from Prison*

JAMES K.A. SMITH

Even the secularist is pressed by a sense of something more—some “fullness” that wells up within (or presses down upon) the managed immanent frame we’ve constructed in modernity.

—*How (Not) to Be Secular: Reading Charles Taylor*

FRANCIS A. SCHAEFFER

The basic problem of the Christians in this country in the last eighty years or so, in regard to society and in regard to government, is that they have seen things in bits and pieces instead of totals.

—*A Christian Manifesto*

NANCY PEARCEY

The only basis for genuine human rights and dignity is a fully biblical worldview. Because Christianity begins with a transcendent Creator, it does not idolize any part of creation. And therefore it does not deny or denigrate any other parts. As a result, it has the conceptual resources to provide a holistic, inclusive worldview that is humane and life affirming.

This is good news indeed. It is the only approach capable of healing the split in the Western mind and restoring liberty in Western society.



—*Saving Leonardo: A Call to Resist the Secular Assault on Mind, Morals, and Meaning*

[...“Alumni Profile,” continued from page 14]

walking up to my professors and having a conversation with them.”

Furthermore, she realized that the honors thesis experience could have been scary, “but I had already done that twice at New Covenant through my junior and senior theses. I knew how to find information. I knew the scope of a 30-page paper. By trial and error I knew how much info to fit in and how broad or narrow the questions could be. I could handle the questions, the mental prep, and the practice.”

Katie will complete her year of teaching in Russia this summer, then seek a teaching job. Until then, she will keep looking for the northern lights for which Ukhta was nicknamed “The Northern Pearl”—another experience to add to her growing list. ■■

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





Fine Art from the Halls of Learning



Evalyn Summers, 8th Grade
Grove City Christian Academy
Grove City, PA
Assignment: Still life, charcoal on paper

Evalyn added her signature to the piece by focusing on light and dark tones. Shading is her favorite part of developing her pieces, and she focuses on items in God's creation. She is also "thankful for the time of Mr. Sanders" and his weekly art classes.



Gianna Goodale, 10th Grade
Covenant Christian Academy
Colleyville, TX
Assignment: Drawing trees from observation.

The students sat outside and drew with charcoal. Gianna has a great eye for details. She is from Australia and just moved to CCA this year. She enjoys drawing and plans to pursue a career in art and design.

“Christian artists do not need to be threatened by fantasy and imagination, for they have a basis for knowing the difference between them and the real world “out there.” The Christian is the really free person—he is free to have imagination. This too is our heritage. The Christian is the one whose imagination should fly beyond the stars.”

—Francis A. Schaeffer,
Art & the Bible

Fill our frames

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

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



If I Were a Tree

Sophia Foster, 4th Grade
Covenant Classical School
Fort Worth, TX

If I were a tall and growing tree
With leaves as green as green
could be,
I would grow on a cliff high above
the sea.
I would sway and swish and simply be
A tree on a cliff high above the sea.

When autumn came and my leaves
went free,
I'd stand, just a skeleton you'd
barely see.
And when no one was there to see a
leafless me,
I'd change into a beautiful and bright
green tree.
Then someone would see my green
against the sea,
And they'd say, Oh, what a
lovely tree!



Taylor Perdue, 10th Grade
Covenant Christian Academy
Colleyville, TX
Assignment: Drawing trees from observation

The students sat outside and drew with charcoal. Taylor loves art, especially drawing.



Do you recognize this drawing?

Our photographer shot it at a classical Christian school last fall, but the artist remains a mystery. Please let us know who you are so we can credit you! Send a note to: www.ClassicalDifference.com/letters.

The Great Stories, Retold, Form a People

Lucas borrowed much from a time long ago, but not so far away



I will not betray the republic. My loyalties lie with the Senate.

—Anakin Skywalker

Just after the buzz of the latest installment in the Star Wars series—*The Force Awakens*—here’s some fodder for conversation.

A plot is hatched against the Console’s life as he moves to consolidate his power and marginalize the Senate. Discovered, the would-be assassins flee for their lives. Tracked down on the battlefield by the Console’s chosen apprentice, they are all killed one by one. The Senate turns over all power to the new apprentice-emperor, who sets about conquering and subduing the outer territories. The new emperor brings about the greatest military power known until that time, and succeeds in ruling the empire with an iron grip. He establishes the red-clad praetorian guard to loyally support the Empire in the capital. Rebel bases in the territories organize to restore the Republic, but years of military campaigns stamp them out.

LucasFilms? No, this is the true story of the founding of the Roman Empire under Caesars Julius and Augustus.

George Lucas borrowed much from a time long ago, but not so far away. If your history is a little fuzzy on the rise of the Roman Empire, you might be surprised at just how much *Star Wars* lore comes from histories and civilizations relatively close to home (relative, say, to Tatooine). His plot parallels much from the period of the Roman-Republic-turned-Empire (509 BC to 14 AD)—the Republic, the Senate, the Praetorian Guard, the practice of imperial succession through a single adopted heir, name changes (apprentice Octavius becomes Caesar Augustus), power transfer, outer territories (ironically, Tatooine is actually filmed in Tunisia, which was once part of the “outer rim” of the Roman Empire), a hub of civilization (Rome = Coruscant), and the list goes on. It doesn’t stop in Rome. Lucas combines Eastern religion, and adds a tantalizing portion of Hollywood action to extend a story that has shaped our common experience with our neighbors for nearly 40 years.

For Augustus, *The Aeneid* was more than a story—it was his cultural weapon.

But the plot thickens. If Lucas borrowed his story from the first two Caesars, Caesar Augustus did some borrowing of his own. The new emperor commissioned the “Star Wars” of his time—an epic poem called *The Aeneid*. For Augustus, *The Aeneid* was more than a story—it was his cultural weapon. *The Aeneid* tells the story of a Trojan general on the run from his Greek conquerors, as he establishes Rome through duty and divine fate. The story inspired the great Roman nation under an emperor. Augustus’ “Death Star” was not powered by a hyper-matter reactor, but by a poet named Virgil. So why would the most effective military emperor in history commission a story as an instrument of conquest? Caesar knew two things: You rule with the hearts of the people, and people’s hearts are shaped through stories. Over time, *The Aeneid* shaped the affections of the Roman people toward nationalism for Rome, and its emperor.

Like Lucas borrowed from Rome, Augustus and Virgil borrowed their back story from Homer, the Greek poet who wrote two stories—*The Iliad* and *The Odyssey*—that cultivated the Greek’s love of individual glory and individualistic heroes. These Greek values penetrated Rome’s culture so deeply that they threatened the very idea of Rome as a divine state. You

either love to be a great hero for yourself, or for Rome, but you have to pick one.

With so many of history’s great civilizations growing out of story, we have to

ask, “What cultural values is *Star Wars* promoting?” Most students at classical Christian schools read the formative stories of the West. Why do we read them? C.S. Lewis said that we “need something to set against the present, to remind us that the basic assumptions have been

Will hating anything,
even evil, corrupt you?
Is death a natural part
of life? Is fear the path
to destruction?

quite different in different periods and that much which seems certain to the uneducated is merely temporary fashion. A man who has lived in many places is not likely to be deceived by the local errors of his native village; the scholar has lived in many times and is therefore in some degree immune from the great cataract of nonsense that pours from the press and the microphone of his own age.”

Our kids can enjoy *Star Wars*, and countless other stories more, because they can see the bigger picture. The deeper picture.



As your children enjoy the enticing episodic stories of George Lucas, we want them to see through the assumptions. We want them to draw out the values embedded deeply within *Star Wars* and question them: Will hating anything, even evil, corrupt you? Or are we called to hate evil? Is death a natural part of life? Or, is it an apparition brought

about by sin over which Christ is victorious? Is fear the path to destruction? Or can fear be the beginning of knowledge? The best way to help your children grow to become wise is to engage them on this level, and to make sure they have “lived in many times and therefore in some degree are immune from the great cataract of nonsense that pours from our age.” ■

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American Class

Ho-hum headlines



Bear Creek School, Redmond, WA



Somewhere along the way, the conversation about education became somewhat bureaucratic. If you had scrolled through the main headlines on the front page at www.edweek.org on Friday, Dec. 11, 2015, here is what you would have seen.

■ President Signs Every Student Succeeds Act

For the past quarter century, federal education policy has moved in one direction: toward...a greater reliance on standardized tests, and a bigger role for Washington ...

■ Positive Mindset May Prime Students' Brains for Math

When students have a positive attitude about math, their brains operate more efficiently, according to researchers from Stanford University ...

■ U.S. Supreme Court Takes Another Stab at Affirmative Action

The U.S. Supreme Court was deeply divided on Wednesday about the future of affirmative action in college admissions and what to do about a university plan that sometimes considers race ...

■ Districts to Share Social-Emotional Measures to Inform Accountability

A group of California districts has been working for years on a ... plan to factor measures of students' social-emotional skills and academic mindsets into accountability scores for their schools.

■ Sex Education Programs Fall Short of CDC Recommendations

More than half of high schools in 44 states surveyed by the Centers for Disease Control and Prevention teach all 16 topics recommended by the agency as "essential components of sexual health education," ...

■ District, Feds Reach Settlement Over Transgender Student's Locker Room Use

A suburban Chicago district has reached a settlement with the U.S. Department of Education's office for civil rights over its treatment of a transgender student ...

Since these headlines didn't provoke us to read, we imagined a series of headlines that might have been ...

■ President Signs Every Student Can Go to the School of Their Choice Act

■ Positive Mindset Good for the Soul



■ U.S. Supreme Court Declares the Federal Government has No Standing to Regulate Schools

■ To Inform Accountability, Districts Will Measure Contributions of Their Graduates to Society

■ In an Unexpected Turn, the State has Declared that Parents are Responsible for Sex Ed

■ To Avoid Further Transgender Conflicts, Boys will be Considered Boys, and Girls will be Considered Girls

EDITORIAL PROJECTS IN EDUCATION is the independent, nonprofit publisher of Education Week and other high-quality print and online products on k-12 education. EPE's mission is to raise awareness and understanding of critical issues facing American schools. ■■

Is Common Core dead?

In December of 2015, Congress reauthorized the Elementary and Secondary Education Act, which effectively ends Washington's Common Core mandate [*World Magazine*, December 26, 2015]. A month earlier, Massachusetts, a former supporter of the Common Core, announced its withdrawal from the national standard. The intertwined nature of the Common Core with college testing, state access to federal funding,

accreditation, and a host of other educational mandates creates space for the federal government to reassert its position in k-12 education. Since No Child Left Behind was passed in the early 2000s, federal dollars have been attached to standards, which attaches them to just about everything else in your child's school, unless the school is truly independent. When it comes to government influence in education, the trend will



almost certainly keep Common Core alive in some form.

The good news is that the new bill retains protection for private schools that do not accept federal money. ACCS schools, as a condition of membership, agree not to accept federal money that would compel them to accept these types of strings. And, our accreditation is independent of reciprocity agreements that would shackle our schools to these standards. ■■

Late Again!

Unexpected thoughts for the drive

I find morning prayer easy.
Today is no exception.

MORNING PRAYER:

Good heavens! Where has the time gone? It's already 6:00? Where on God's green earth are my glasses? There ... oh for goodness' sake, it's actually 6:30. If only I can get the kids to school on time this one day, I promise to be a nicer driver forever! Or better yet, God, give our school some money for a bus!

Ten minutes later, hair in a bun, jeans on, flyby wake-up calls complete, and eggs scrambled with minimal shells, I'm feeling like something is missing. I have a rating system for "that nagging feeling" and this is about an 8 out of 10. Impressive considering that a 10 usually means a trip to the ER. It will come to me.

Child #3 arrives first to the table, chanting a Latin conjugation for fun. Child #1 shows up next, promptly telling #3 to be quiet because no one wants to listen to that sort of thing at 6:30 am and he is doing it wrong anyway. I wonder, will this knowledge ever be useful for something other than arguing at breakfast?

Then #1 asks, "Mom, where're our lunches?"

"It's pizza day."

"Pizza day is tomorrow."

Three minutes later, the kids all have a frozen burrito and a cup of applesauce. Oh, for a cafeteria and hot lunch!

Child #2 enters singing "Let It Go," as if instructing her brothers, who respond in their birth order by telling her to be quiet too, and by joining in, respectively. After two trips upstairs she still lacks her sweater, backpack, and correct shoes.

She stops long enough to tell me we only have two minutes, and begins again where she left off. "Let it go ..."

It hits me. Registration deadline. TODAY. And I can't let it go.



"Everyone stop!" I ye ... request. "Where are the registration forms?"

Silence. "You mean these, under the syrup?"

MORNING PRAYER 2:

Good Lord Almighty, who put the syrup on top of the registration forms? I know, I complain about syrup getting all over the table, but couldn't they have used a napkin? Doesn't anyone around here have a shred of wisdom? Don't they teach that at school?

Finally, we are in the car, with a solid brown block of registration forms, lunches containing artificial ingredients, and purple moccasins in lieu of black Mary Jane's. And I reflect.

This pile of forms represents more than procrastination. They mean another year of hectic mornings and large monthly payments and sometimes I wonder, is life really supposed to be like this?

Well-known verses unexpectedly come to mind. "To whom much is given ... write these on your forehead ... hear what

I say to the seven churches ... take every thought captive ..."

It looks like we're going to be on time. I let the pushy driver in.

"Bye, mom!" #3 yells and waves as he heads into the school. #2 blows an obligatory kiss. #1 walks nonchalantly, until he sees a buddy and his face lights up. We have arrived. My children will now spend the day at a place where the gospel is freely taught, the content is meaningful, the rooms are warm, no one cares about the style of their clothes, everyone knows their names, God's words are literally on the doorposts, and the overarching goal is to help them use God's gifts to their greatest good and His greatest glory.

Not many people have days like this.

16,000 hours. That's how long my children have before they leave to tackle the world on their own. 2,000 days. I head into the school office.

We'll make each one of them count, syrup and all. ■■

—Stormy Goodwin

LIGHT

of the Nations

What is it about the classical method that is appealing to Indonesians?



Why Classical? Classical Christian schools are popping up in various countries around the globe—Australia, Nigeria, and the Bahamas, to name a few. While the classical method is beginning to spread abroad, it has found good soil in Asia and is particularly taking root in Indonesia.

According to Maryani Budiman, the head of school at Cahaya Bangsa Classical School in Padalarang, Indonesia, the classical method challenges students to question and think critically, skills that are not emphasized within Indonesia's current system of education. She says that Indonesia's educational methods, in both public and private schools, are uniform at every level. "They do not really educate the students because the education stays the same." The system of education in Asia is known for stressing rote learning and rigorous testing. Classroom culture is typified by the idea of the teacher pouring out knowledge and the student simply receiving

it. “From elementary up to high school,” Maryani states, “we just stay in grammar school, in the grammar style of learning.” As Dorothy Sayers might describe it, these schools are stuck in the poll parrot stage of education.

Maryani, herself an Indonesian native who received a masters in classical studies from New Saint Andrews College, says that this stagnant system of education is not limited to Indonesia: “This is the culture of education in Asia—we’re geared toward drilling and not thinking. So for us, in Asia, it is hard, let’s say, to just tell you what we want.” In other words, when education is only about repeating information and memorizing the assigned material, students are weak in their ability to speak their own minds.

Cahaya Bangsa Classical Christian School is located in the Java province of Indonesia. It is the largest ACCS international member school, boasting 678 students and grades preschool—12th. The name of the school translates to “The Light of the Nations,” and this ACCS School is certainly not hidden under a bushel. Cahaya Bangsa is advantageously located just 30 minutes from Bandung, a city of several million and the region’s cultural hub.

The school got its start from the elders of Jemaat Berkat Bagi Bangsa Church who, 25 years ago, had prayed that their church would become a blessing to the nations. For these church leaders, part of becoming that blessing meant reforming Indonesia’s current educational system. So, in 2003 they started a school. A few years later, the church leaders were introduced to classical education by their first pastor, Gerrit Hansen, who along with his wife, Julie, were following the trivium as they homeschooled their kids. With the Hansens as a compelling example, the school board members realized that the classical method was effective and a good antidote to some of Indonesia’s educational ills.

As Maryani states, “In the beginning we didn’t know what classical was, but basically, through the first pastor, we realized this is what we need because

This is the culture of education in Asia—we’re geared toward drilling and not thinking.

it will train the students to really learn, to think for themselves, and then learn how to learn.”

Cahaya Bangsa Classical School is not the only school spearheaded by this church. About 25 miles from its first school, Jemaat Berkat Bagi Bangsa Church planted another classical Christian school, this one for low-income families. This second school, called Sekolah Klasikal Terang Nusantara, opened its doors in 2014 with a handful of students meeting in the church’s office. “It was started based on the need of the church,” Maryani explains. “We have a ministry to reach out to single parents or teenagers that have babies out of wedlock. These parents, these moms, could not afford to send their children to Cahaya Bangsa Classical Christian School and we see that there is a need for good education at a very low cost. So then we took a leap of faith and started it in the church office.” That one-room school in the church office has grown. They now have 57 students and an even larger number registered for next year.

As the classical method begins to spread throughout Indonesia and elsewhere in Asia, some might object that this Western form of education could threaten Indonesia’s Eastern cultural identity and heritage. Is it wise to Westernize education in an Eastern culture?

Maryani addresses this fear by explaining that both Cahaya Bangsa Classical School and Sekolah Klasikal Terang Nusantara are not just classical. They are Christian. It is through the gospel and their security in it that these schools are able to confidently adopt what is effective from another culture without losing their distinctiveness as a people. She states, “It doesn’t mean that Western is better than Eastern. We believe that our identity lies in Christ and we have



to redeem the culture.” This Christ-centeredness allows them to teach using Western methods entirely in the Indonesian language. On the other hand, Maryani explains, these schools are not trying to scuttle their cultural distinctives. “What is good that we can learn from Western culture, while we are not losing our roots in Eastern culture?” Maryani asks—a question that is being asked by Christians all over Asia as they seek to please the Lord in educating their children. ❖

AMANDA RYAN earned an M.A. in Theology and Literature from New Saint Andrews College, and bachelor’s degrees in English and music from U.C. Davis. She is a freelance writer, and teaches high school for Logos Online School. She lives in Moscow, Idaho with her husband and new baby girl.



School Snapshots



Morning Star Academy, Jakarta, Indonesia

■ Morning Star Academy

Located in Jakarta, Indonesia, this school was founded in 2002 by Wanti S. Wowor. This school has 438 students and goes from grades k–12. Wowor was motivated to start Morning Star by a desire to give her children a good education and from the conviction that parents must be involved in the education of their children.



Seoul International Christian Academy, Seoul, South Korea

■ Seoul International Christian Academy

Located in the Gangnam district of the city of Seoul, South Korea, this school was founded by Kyungwon Lee, her husband, and mother-in-law. The idea for the school came to the Lees when Mr. Lee was working in curriculum publishing and discovered Douglas Wilson's *Repairing the Ruins*. The book was translated into Korean and with it, the Lees built enough momentum to start the school in 2010. This ACCS School has 60 students and grades ranging from k–8.



Seoul International Christian Academy, Seoul, South Korea

■ New Providence Classical School

Located in Nassau, the capital and largest city of the Bahamas on the Edenic island of New Providence, this school is encircled by beaches and colored with coral reefs. New Providence Classical School opened its doors in 2008 and now has 70 students in grades 4–12. Truant students might be found snorkeling, scuba diving, or engaged in general leisure-bumming on the beaches.



Nassau, Bahamas

■ Bethel American International School

Located in Nigeria on a 40-acre piece of land near the city of Ibadan, this school was founded in 2012 by Good Samaritan Society of America. Bethel School has grades 7–12th and approximately 60 students. While English is its official language, the students at Bethel School may also speak a range of other languages, the most popular being Yoruba.



Bethel American School, Nigeria



Bethel American School, Nigeria

ACCS Member Schools

Acacia Academy Kokomo, IN	Cedar Tree Classical Christian School Ridgefield, WA	Covenant Christian School Panama City, FL	Grace Christian Academy Merrick, NY
Ad Fontes Academy Centreville, VA	Charis Classical Academy Madison, WI	Covenant Classical Academy Louisville, KY	Grace Classical Academy Laguna Niguel, CA
Agape Christi Academy Eden Prairie, MN	Christ Church Academy Lafayette, LA	Covenant Classical Christian School Columbia, SC	Grace Classical Academy Springfield, MO
Agathos Classical School Columbia, TN	Christ Presbyterian School Baton Rouge, LA	Covenant Classical School Concord, NC	Grace Classical Christian Academy Granbury, TX
Aletheia Christian School of Peoria Peoria, IL	Christian Heritage School Longview, TX	Covenant Classical School Fort Worth, TX	Grace Classical School Jacksonville, NC
Alpha Omega Academy Huntsville, TX	Christ's Legacy Academy Athens, TN	Covenant Classical School Naperville, IL	Great Books Honors College Montgomery, AL
American Christian School Succasunna, NJ	Clapham School Wheaton, IL	Covenant School Huntington, WV	Greenville Classical Academy Simpsonville, SC
Annapolis Christian Academy Corpus Christi, TX	Classical Christian Academy Post Falls, ID	Coventry Christian School Pottstown, PA	Grove City Christian Academy Grove City, PA
Appomattox Christian Academy Appomattox, VA	Classical School of Wichita Wichita, KS	Dominion Christian School Oakton, VA	Harvest Christian School Petaluma, CA
Aquidneck Island Christian Academy Middletown, RI	Clear Lake Classical Clear Lake, IA	Dominion Classical Christian Academy Dacula, GA	Haw River Christian Academy Pittsboro, NC
Arma Dei Academy Highlands Ranch, CO	Colquitt Christian Academy Moultrie, GA	Dzuwa Classical Christian School Federal Way, WA	Heritage Christian Academy Winter Haven, FL
Augustine Christian Academy Tulsa, OK	Coram Deo Academy Flower Mound, TX	Eastwood Christian School Montgomery, AL	Heritage Oak School Tehachapi, CA
Augustine Classical Academy Mechanicville, NY	Coram Deo Academy Carmel, IN	Eukarya Christian Academy Stephens City, VA	Heritage Preparatory School Atlanta, GA
Augustine Classical Academy Lakewood, CO	Coram Deo Academy Richland, WA	Evangel Classical Christian School Alabaster, AL	Heritage School Fredericksburg, TX
Augustine School Jackson, TN	Coram Deo Preparatory Academy Houston, TX	Evangel Classical School Marysville, WA	Hickory Christian Academy Hickory, NC
Baldwin Christian School Baldwin, WI	Cornerstone Academy Morristown, TN	Evangelical Christian Academy Colorado Springs, CO	Highland Rim Academy Cookeville, TN
Bayshore Christian School Fairhope, AL	Cornerstone Academy Snohomish, WA	Faith Christian Academy Kansas City, MO	Horizon Prep School Rancho Santa Fe, CA
Beacon Hill Classical Academy Camarillo, CA	Cornerstone Christian Academy Appomattox, VA	Faith Christian School Roanoke, VA	Hunter Country Day School Manakin-Sabot, VA
Bethel American International School St. Paul, MN	Cornerstone Christian Academy Abingdon, VA	First Classical Academy Katy, TX	Imago Dei Academy Alamogordo, NM
Bloomfield Christian School Bloomfield Hills, MI	Cornerstone Classical Christian Academy Montgomery, AL	Franklin Classical School Franklin, TN	Immanuel Lutheran School Alexandria, VA
Bradford Academy Mebane, NC	Cornerstone Classical Christian Academy Hebron, KY	Geneva Academy Monroe, LA	Coram Deo Classical Academy Brownsville, TX
Brown County Christian Academy Sardina, OH	Cornerstone Classical School Basalt, CO	Geneva Academy Roseburg, OR	Island Christian Academy Langley, WA
Cahaya Bangsa Classical School Bandung, Jawa Barat, Indonesia	Cornerstone Classical School Salina, KS	Geneva Academy Lincoln, DE	Jonathan Edwards Classical Academy Whites Creek, TN
Cair Paravel Latin School, Inc. Topeka, KS	Covenant Academy Macon, GA	Geneva Classical Academy Lakeland, FL	Kings Way Classical Academy Clackamas, OR
Calvary Christian Academy Silver City, NM	Covenant Academy Cypress, TX	Geneva School of Boerne Boerne, TX	Legacy Academy De Queen, AR
Calvary Christian Academy San Jose, CA	Covenant Christian Academy Harrisburg, PA	Gloria Deo Academy Spring Branch, TX	Legacy Classical Christian Academy Haslet, TX
Calvary Classical Academy St. Cloud, MN	Covenant Christian Academy West Peabody, MA	Good Shepherd School Tyler, TX	Libertas Academy Tampa, FL
Calvary Classical School Hampton, VA	Covenant Christian Academy Colleyville, TX	Grace Academy Springfield, MA	Liberty Classical Academy White Bear Lake, MN
Candies Creek Academy Charleston, TN	Covenant Christian School Smyrna, GA	Grace Academy of Georgetown Georgetown, TX	Lighthouse Christian Academy Stevensville, MD
Cary Christian School Cary, NC		Grace Academy of North Texas Prosper, TX	Logos Christian Academy Fallon, NV

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

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ClassicalDifference.com/BibleTimesDinner



Veritas Academy, Leola, PA

One Sunday, after an excellent sermon on Exodus, one of my kids asked: What's for lunch? Sometimes, my husband makes the simple complex—especially when our 45-minute drive home from church gives him a

captive audience. This time, however, it led to a fun tradition in our household that excites the kids and gets mom off the hook for lunch! Here is how it started.

- 1 We all know that our senses are a direct link to our thoughts. For kids, if you want to give them something to “hook onto,” food is probably a good bet.
- 2 We talked about what they used to eat in Bible times, what manna might have looked like, why they used unleavened bread in the exodus, and about God's provision of quail. This in turn led to the story of Elijah and the widow who had only enough oil and flour for one more meal.
- 3 When we got home, the delicious family tradition called the Bible Times Dinner began. See what I mean about “complex”?
- 4 The best part about this meal is that, since serving food was a more simple affair before stainless steel, and since dad invented the meal for an outdoor grill, it is like a day off for mom.

Get out the candles, and put away the plates and silverware! ■■

Visit www.ClassicalDifference.com/BibleTimesDinner for recipes, instructions, and more information about the history of food.



Covenant Christian Academy, Colleyville, TX

Click and print

Chances are your kids are studying an ancient civilization right now. If you want to experience a meal they might have eaten in ancient Rome, Greece, or Egypt, visit www.ClassicalDifference.com/BibleTimesDinner, and scroll to the end for the Ancient Civilization Suggested Add-ons.

Getting ready

TIPS FOR AN EASIER SUMMER

A century ago, I bet no one thought gardening would become a fad. The popularity of gardening continues to grow, and for good reason. As parents in a technological age, we often seek new ways to get our kids outside.

If you want to introduce gardening to your kids this spring, you might try the simple 4x4 garden plans from Bonnie Plants. Dig into the Kids' Garden, the Pizza Garden, or the Salsa Garden for starters.

Get the corn chips out and the pizza dough ready!

Sow some salsa, plant a pizza



For links to the garden plans, visit www.ClassicalDifference.com/LinksForSpring2016

Fast and Fresh 4 x 4-foot Pizza Garden: <https://bonnieplants.com/illustration/planting-plan-for-fast-and-fresh-4-x-4-foot-pizza-garden/>



"Gaga Ball is taking over."

Have you noticed strange octagonal structures cropping up all over the country? Introducing gaga ball, the latest phenomenon in gaming (real-world, that is). Many classical schools now sport the ubiquitous Gaga Ball Pit.

And apparently it's fun.



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