

THE CLASSICAL

VOLUME 2, NUMBER 2 | SUMMER 2016

DifferenceTM



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BRINGING LIFE TO THE CLASSROOM

AND CAN IT BE? NEW HYMNS!

Keith & Kristyn Getty's
Concert Tour p. 10

ALSO...

- Why College Professors Choose CCE p. 22
- What Everyday Beauty Does to Our Kids p. 26
- Suburban Summer Tips! p. 36

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Jonathan Edwards Classical Academy, Whites Creek, TN

THE CLASSICAL BRINGING LIFE TO THE CLASSROOM
Difference™

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Letters

We welcome letters from our readers!
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What's Online?

- *About Classical Christian Education*
- Watch the full interview with Keith and Kristyn Getty.
- *You are What You Behold*



Out & About?

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Corrections

VOLUME 2, NUMBER 1, SPRING 2016

- On page 3, the quotes from Augustine's *City of God* are from chapter 19.

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Your Child's Higher Calling

A poet of culture



Veritas School, Richmond, VA

The end then of learning is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love him, to imitate him, to be like him, as we may the nearest by possessing our souls of true virtue, which being united to the heavenly grace of faith makes up the highest perfection.

—John Milton

This is a rich sentence—“out of that knowledge . . . to imitate him.”

What does it mean when we come to grips with the fact that God is a poet? We have forgotten where such an assertion might have come from.

The Greek word *poiein* means “to create.” That resulted in *poietes*, meaning “maker or poet,” which made its way down to English via Old French. We find a related word in Ephesians 2:10: “For we are his workmanship, created in Christ Jesus unto good works, which God hath before ordained that we should walk in them” (Eph. 2:10). The word rendered

by the Authorized Version as workmanship is *poiema*. We are God’s art project. We are His poem. We are His sculpture. We are His novel.

Unpacking this further, we see that we are a good work that is intended to do good works ourselves. We are made, and we are made to make. We are created, and we are created to create. This is what lies behind Tolkien’s great understanding of artistic achievement as something that he called “sub-creation.” Only God creates *ex nihilo*, but we were created in order to shape, order, and mold pre-existing materials into something new. In the beginning, God created creators.

The disordered and chaotic state of modern and postmodern artistic “shaping” is the result of man trying to create *de novo*, out of nothing. This is the result of man wanting to be the Creator. But he cannot do this. Remember what Milton said about imitation. For man to fulfill his calling as a creator, he must be a sub-creator. He must do what he does in imitation of God, in true humility. He must accept his position in the world as a creature, and only then will he be liberated to become a real creator.

So part of the difficulty in the work of true educational restoration is that we have lost so much. We are trying to remodel the ruins of a great mansion. Not only are we not able to detect the outlines of the original from the ruin—for

so much has collapsed—but we have also lost the blueprints.

Or rather, we have been deceived into thinking we have lost the blueprints. But in the Scriptures, we have everything we need and more. But in order to really learn from Scripture, we have to stop listening to those who have persuaded us that the only thing the Bible can do (if it can do anything) is tell you how to get to heaven when you die. The next time you read through Scripture (and it should be soon), attune your ear this way. More often than not, when you read the words “thus saith the Lord,” what follows that phrase will be poetry.

At New Saint Andrews College, our central mission is to graduate leaders who shape culture. In short, we are seeking to graduate poets of culture—poets who have been equipped to work in different media—marble, oils, words, software, blueprints, healing, building, textiles, and eggs. Not only is this the goal of a true classical and Christian college, it is also necessarily the goal of every self-aware classical

and Christian school in the country. This is what we are about.

Poets of culture are not those who can make it rhyme. They are the ones who make it scan, who give it shape. And in our current shapeless generation, the need for what we are seeking to recover is an urgent one. ■

More often than not, when you read the words “thus saith the Lord,” what follows that phrase will be poetry.

DOUGLAS WILSON is the minister of Christ Church in Moscow, Idaho. He is a founding board member of both Logos School and New Saint Andrews College, and serves as an instructor at Greyfriars Hall, a ministerial training program at Christ Church. He is the author of numerous books on classical Christian education, the family, and the Reformed faith.



Great & Small

Heroes manifest in Christ

Bailey Vaughn might be thinking that her year of hard work is finally paying off. She is the first high school student to be published in the *Christian Research Journal*, a publication which focuses on a wide variety of Christian theological topics.

Like many classical Christian school students, Bailey was required to present a senior thesis, a culmination of a year of research and writing. Unlike many students, Bailey's thesis, "The Embodiment of Heroism Manifest in Christ," will be available to audiences far outside her classroom. She even received special recognition from the mayor of Alabaster.

"It's an honor to write something for the glory of God and to have it published in such a respected publication." She looks forward to seeing her thesis in print in the May/June 2016 issue. ■■

BAILEY VAUGHN attends Evangel Classical Christian School, Alabaster, AL



More Info

Visit ClassicalDifference.com/more for links to the quote source, the original article, and the *Christian Research Journal*.

Through the Looking Glass

The hundredth day of school in first grade

■ **DON'T JUST COUNT TO 100. LOVE COUNTING TO 100.**



Westminster Academy, Memphis, TN

Poetry

■ **"IT'S LIKE MUSIC WITHOUT INSTRUMENTS."**

—Henry Cummings, 3rd Grade

■ **"POETRY IS GIVING YOUR THOUGHTS A CHANCE."**

—Will Bostic, 6th Grade

■ **"WE HAVE POETRY BECAUSE IT'S EASIER TO LEARN THINGS THROUGH POETRY. AND IT'S FUN."**

—Natalie Smith, 3rd Grade

WESTMINSTER ACADEMY, Memphis, TN

Freshmen



Cedar Tree Classical Christian School, Ridgefield, WA

■ **WAIT ... SUETONIUS SAID WHAT?!**

DIY Parenting

You make your child an artist—everyday



Ad Fontes Academy, Centreville, VA

Teaching our children to appreciate art is one of the most enjoyable parts of parenting—something that is part of every fun thing we've ever done together.

Am I some kind of flashcard junkie? Or do I start out every day with a good hour in the art books? No. That's hardly the life we live. But we do teach our children to enjoy the beauty in this world the first time we hold them. The first comforting meal we feed them after a startling entry into the world. The first tender songs we sing them and the first raspberries we blow on their belly. With every expression of joy and love in this world we are showing them our joy in the artistry of our Creator. His work delighting us. Rejoicing in the fact that we ourselves are the work of His hands.

As our children grow we enjoy animals with them and the crazy noises they make. We point out the moon and the stars and the rain and the snow. We teach them what water looks like, what it feels like. We introduce them to watermelon. We

[Continues on page 6 ...]

Century Watch

This year in history: 1616

FOR SHAKESPEARE, THE GAME IS UP.

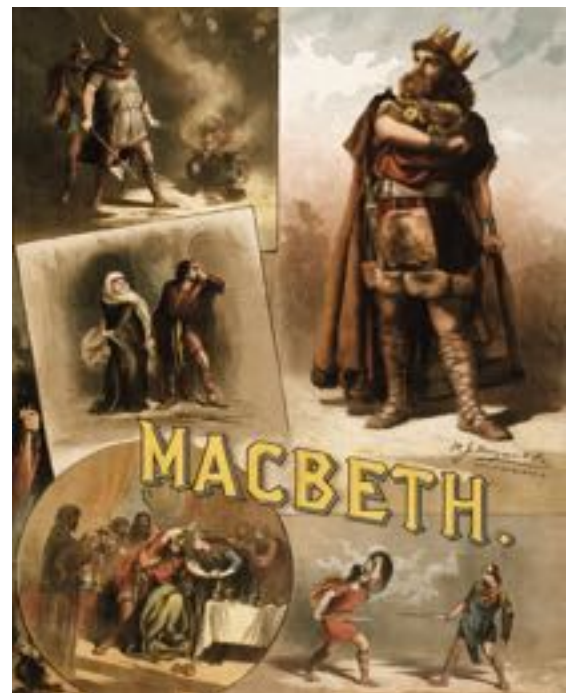
With his death on April 23, 1616, at age 52, there was a *sea change* in our language. *Tis high time* we appreciated his gift. We don't know if he had a *heart of gold* or was the *Devil incarnate*, but we do know that *what's done is done, and he did it well*.

When one thinks of Shakespeare, in one's *heart of hearts*, *star crossed lovers* whispering soliloquies with *bated breath* from ledges come to mind—at least, *in my mind's eye*. Perhaps you see *flaming youths* with murderous bloody weapons, and antagonists *fighting to the last gasp*.

Smooth runs the
water where the
brook is deep.

But one thing is a *foregone conclusion*. When it comes to Shakespeare, no one's *book of memory* is *dead as a doornail*, but rather is alive with images of *improbable fiction*, and that's because his writing has done more to *gild the refined gold* of our language than any other. Contributions of nearly 1700 new words, *countless phrases*, and *lustrous imagery* make Shakespeare a *tower of literary strength*. It seems that *some are born great*.

Interestingly, he is often described as a poet. We might not think of poetry as *the end all and be all*, but let us *shuffle off this mortal coil* and consider Poetic Truth—a theme that permeates classical education. Stories. Metaphor. Things unseen. The sense that *time is out of joint*, that our lives *melt into thin air*, that the world has *neither rhyme nor reason*,



[Continues on page 7 ...]

[... "DIY Parenting," continued from page 5]



Grace Academy, Georgetown, TX

hold them when the sky turns pink for the sunset, we lift them up to see in the pig stall. We buy them cotton candy and hold their hand while they feel the beating of the loud drums of a marching band.

What kind of fine art is this? The very best kind—the art of living.

It may seem counterintuitive, but teaching our children to enjoy beauty, deeply and thankfully, is the best foundation for appreciating the best art of mankind. All art is a reflection—a weak imitation—of the glorious creativity of our Heavenly Father. He is the Creator, and it is only as we imitate Him that we are ever equipped to create.

"Those who can marvel at the artistry of an oily black beetle wobbling down the sidewalk will be ready to soak in the glory of Rembrandt."

They can identify that art which takes technical talent but is not true. They can see how hard it would actually be to have painted one of these glorious masterpieces mankind keeps behind velvet ropes—and they can appreciate the impulses that drove its maker. They can appreciate the Maker who made the artist.

Our goal with our children is to first be making people who live in a state of art appreciation—worshipping the God who painted them into a masterpiece. And then beyond that, we seek to provide them with the means and opportunities to appreciate the artistic abilities of many who have gone before them. A rigorous education is wonderful for only part of that equation, but a rigorously joyful life can do the rest. ■■

To Do

Make sure your kids spend plenty of time outdoors this summer. Ask them to take something small in the yard, like a worm or a leaf, and draw it carefully. Take time, in our busy world, to lie in the backyard in the evening with your kids and ask them what they see.

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*.

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

■ PHRASES OF THE BARD

ALL OUR YESTERDAYS (MACBETH) ALL THAT GITTERS IS NOT GOLD (IT) ALL THE WORLD'S A STAGE (AS YOU LIKE IT) ALL'S WELL THAT ENDS WELL (THE MERRY WIVES OF WINDSOR) AS MERRY AS THE DAY IS LONG (MUCH ADO ABOUT NOTHING / KING JOHN) BATED BREATH (THE MERCHANT OF VENICE) BEAR A CHARMED LIFE (MACBETH) BE-ALL AND THE END-ALL (MACBETH) BETTER FOOT BEFORE ("BEST FOOT FORWARD") (KING JOHN) THE BETTER PART OF VALOR IS DISCRETION (HENRY IV: POSSIBLY ALREADY A KNOWN SAYING) IN A BETTER WORLD THAN THIS (AS YOU LIKE IT) NEITHER A BORROWER NOR A LENDER BE (HAMLET) BRAVE NEW WORLD (THE TEMPEST) BREAK THE ICE (THE TAMING OF THE SHREW) BREATHED HIS LAST (HENRY VI) BREVITY IS THE SOUL OF WIT (HAMLET) REFUSE TO BUDGE AN INCH (MEASURE FOR MEASURE / TAMING OF THE SHREW) CATCH A COLD (CYMBELINE) CLAIMED BUT SEEMS UNLIKELY, SEEMS TO REFER TO BAD WEATHER) COLD COMFORT (THE TAMING OF THE SHREW / KING JOHN) CONSCIENCE DOES MAKE COWARDS OF US ALL (HAMLET) COME WHAT COME MAY ("COME WHAT MAY") (MACBETH) CRACK OF DOOM (MACBETH) DEAD AS A DOORNAIL (HENRY VII) A DISH FIT FOR THE GODS (JULIUS CAESAR) CRY HAVOC AND LET SLIP THE DOGS OF WAR (JULIUS CAESAR) DOG WILL HAVE HIS DAY (HAMLET) QUOTED EARLIER BY ERASMUS AND QUEEN ELIZABETH) DEVIL INCARNATE (TITUS ANDRONICUS / HENRY VI) EATEN ME OUT OF HOUSE AND HOME (HENRY IV) ELBOW ROOM (KING JOHN: FIRST ATTESTED 1540 ACCORDING TO MERRIAM-WEBSTER) FAINT HEARTED (HENRY VI) FANCY FREE (MIDSUMMER NIGHT'S DREAM) FIGHT TILL THE LAST GASP (HENRY VI) FLAMING YOUTH (HAMLET) FOREVER AND A DAY (AS YOU LIKE IT) FOR GOODNESS' SAKE (HENRY VII) FOREGONE CONCLUSION (OTHELLO) FULL CIRCLE (KING LEAR) THE GAME IS AFOOT (HENRY IV) THE GAME IS UP (CYMBELINE) GIVE THE DEVIL HIS DUE (HENRY IV) GOOD RIDDANCE (TROILUS AND CRESSIDA) JEALOUSY IS THE GREEN-EYED MONSTER (OTHELLO) IT WAS GREEK TO ME (JULIUS CAESAR) HEART OF GOLD (HENRY VI) 'TIS HIGH TIME (THE COMEDY OF ERRORS) HOUSEHOLD WORDS (HENRY VI) IF MUSIC BE THE FOOD OF LOVE, PLAY ON (TWELFTH NIGHT) IMPROBABLE FICTION (TWELFTH NIGHT) IN A PICKLE (THE TEMPEST) IN MY HEART OF HEARTS (HAMLET) IN MY MIND'S EYE (HAMLET) INFINITE SPACE (HAMLET) IN MY BOOK OF MEMORY (HENRY VI) KILL WITH KINDNESS (TAMING OF THE SHREW) KNIT BROW (THE RAPE OF LUCRECE) KNOCK KNOCK WHO'S THERE? (MACBETH) LAUGHING STOCK (THE MERRY WIVES OF WINDSOR) LAUGH YOURSELF INTO STITCHES (TWELFTH NIGHT) LIE LOW (MUCH ADO ABOUT NOTHING) LIFE'S BUT A WALKING SHADOW (MACBETH) LIVE LONG DAY (JULIUS CAESAR) LOVE ALL, TRUST A FEW, DO WRONG TO NONE (ALL'S WELL THAT ENDS WELL) LOVE IS BLIND (MERCHANT OF VENICE) MEN'S EVIL MANNERS LIVE IN BRASS; THEIR VIRTUES WE WRITE IN WATER (HENRY VIII) MELTED INTO THIN AIR (THE TEMPEST) THOUGH THIS BE MADNESS, YET THERE IS METHOD IN IT ("THERE'S A METHOD TO MY MADNESS") (HAMLET) MAKE A VIRTUE OF NECESSITY (THE TWO GENTLEMEN OF VERONA) MILK OF HUMAN KINDNESS (MACBETH) MINSTERING ANGEL (HAMLET) MISERY ACQUAINTS A MAN WITH STRANGE BEDFELLOWS (THE TEMPEST) MORE SINNED AGAINST THAN SINNING (KING LEAR) MUCH ADO ABOUT NOTHING (ALSO TITLE OF PLAY) MURDER MOST FOUL (HAMLET) NAKED TRUTH (LOVE'S LABOURS LOST) NEITHER RHYME NOR REASON (AS YOU LIKE IT) NOT SLEPT ONE WINK (CYMBELINE) NOTHING IN HIS LIFE BECAME HIM LIKE THE LEAVING IT (MACBETH) [OBVIOUS] AS A NOSE ON A MAN'S FACE (THE TWO GENTLEMEN OF VERONA) ONCE MORE INTO THE BRACH (HENRY VI) ONE FELL SWOOP (MACBETH) ONE THAT LOVED NOT WISELY BUT TOO WELL (OTHELLO) TIME IS OUT OF JOINT (HAMLET) OUT OF THE JAWS OF DEATH (TWELFTH NIGHT) OWN FLESH AND BLOOD (HAMLET) STAR-CROSSED LOVERS (ROMEO AND JULIET) PARTING IS SUCH SWEET SORROW (ROMEO AND JULIET) WHAT'S PAST IS PROLOGUE (THE TEMPEST) A PLAGUE ON BOTH YOUR HOUSES (ROMEO AND JULIET) PLOTT AND CIRCUMSTANCE (OTHELLO) PRIM-ROSE PATH (HAMLET) SEA CHANGE (THE TEMPEST) HOW SHARPER THAN THE SERPENT'S TOOTH IT IS TO HAVE A THANKLESS CHILD (KING LEAR) SHALL I COMPARE THEE TO A SUMMER'S DAY (SONNETS) MAKE SHORT SHIRT (RICHARD III) SICK AT HEART (HAMLET) SNAIL PACE (TROILUS AND CRESSIDA) SOME ARE BORN GREAT, SOME ACHIEVE GREATNESS, AND SOME HAVE GREATNESS THRUST UPON THEM (TWELFTH NIGHT) SOMETHING IN THE WIND (THE COMEDY OF ERRORS) SOMETHING WICKED THIS WAY COMES (MACBETH) A SORRY SIGHT (MACBETH) SOUND AND FURY (MACBETH) SPOTLES REPUTATION (RICHARD III) STONY HEARTED (HENRY IV) SUCH STUFF AS DREAMS ARE MADE ON (THE TEMPEST) SMOOTH RUNS THE WATER WHERE THE BROOK IS DEEP ("STILL WATERS RUN DEEP") (HENRY VI) THE SHORT AND THE LONG OF IT (THE MERRY WIVES OF WINDSOR) SWEET ARE THE USES OF ADVERSITY (AS YOU LIKE IT) SWIFT AS A SHADOW (A MIDSUMMER NIGHT'S DREAM) TELL TRUTH AND SHAME THE DEVIL (HENRY IV) THEREBY HANGS A TALE (OTHELLO) THERE'S THE RUB (HAMLET) THIS MORTAL COG (HAMLET) TO BE OR NOT TO BE—THAT IS THE QUESTION (HAMLET) TO GILD REFINED GOLD, TO PAINT THE LILY ("TO GILD THE LILY") (KING JOHN) TO THINK OWN SELF BE TRUE (HAMLET) TOO MUCH OF A GOOD THING ("AS YOU LIKE IT") TOWER OF STRENGTH (RICHARD III) TOWERING PASSION (HAMLET) TIPPINGLY ON THE TONGUE (HAMLET) VIOLENT DELIGHTS HAVE VIOLENT ENDS (ROMEO AND JULIET) WEAR MY HEART UPON MY SLEEVE (OTHELLO) WHAT'S DONE IS DONE (MACBETH) WHAT'S IN A NAME? A ROSE BY ANY OTHER NAME WOULD SMELL AS SWEET (ROMEO AND JULIET) WHAT FOOLS THESE MORTALS BE (A MIDSUMMER NIGHT'S DREAM) WILD-GOOSE CHASE (ROMEO AND JULIET) WISH IS FATHER TO THAT THOUGHT (HENRY IV) WITCHING TIME OF NIGHT (HAMLET) WORKING-DAY WORLD (AS YOU LIKE IT) THE WORLD'S MY OYSTER (THE MERRY WIVES OF WINDSOR)

but that someday we will find perfect Truth, Goodness, and Beauty—*such stuff as dreams are made on.*

It's hard to define Poetic Truth, let alone see its influence in real life, because *it's Greek to us*. It most definitely is not a *household word*. It makes its own point, and it would take too long to discuss it here. Let's just say that Shakespeare conveyed profound ideas *in one fell swoop* and simple ideas *as swift as a shadow*. He helped us understand and communicate *the infinite space* of the unexplainable—the *mystery of things* that go beyond words. *Smooth runs the water where the brook is deep.*

Fare thee well, Shakespeare. What's past is prologue. We hope you are in *a better world than this.* ■■

NOTE: Italics indicate phrases penned, and ushered into our language, by Shakespeare.



Stratford Church



Holy Trinity Church

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.

Letters & Notes

A note from Africa Bright Future Ministries (ABFM)...



The last edition of *The Classical Difference* included an article from Jenny Rallens, an American who shared about her experience while visiting Bright Future School with Africa Bright Future Ministries in Rwanda, Africa. Several readers have inquired about contact information for ABFM. If you would like to learn more about this ministry or how you can give hope to a hopeless child through a child sponsorship of \$35/month, please visit www.africabrightfuture.org, write to africabrightfuture@gmail.com, or call 208-871-1075.

—Gayle Martinez, ABFM Administrator



More Info

Links at ClassicalDifference.com/more



Thoughts from a reader

After reading both issues, I was enthusiastic to share my gleanings with others. It is good to gain a better perspective in the middle of the school year storm. May we all find peace in the knowledge of Christ being woven into every class and see it as more pressing than all the conveniences of government schools (lunch, busing, technology, etc.). It is encouraging to witness our education purposes going forth to foreign lands. Thank you for the positive insight.

—Michelle Augustine

Noteworthy

In keeping with the global spirit of the previous issue, we just added two new members in first-time countries for the ACCS.

■ VERITAS LEARNING
CENTRE IN HO CHI
MINH CITY, VIETNAM

■ BETHLEHEM
CHRISTIAN ACADEMY
IN NDOLA, ZAMBIA ❖



**JUNE 23-25, 2016
ATLANTA, GEORGIA**

*Ever wish there were
a classical Christian
school for parents?*

COME LEARN MORE ABOUT CLASSICAL CHRISTIAN EDUCATION.

Nearly 1000 people will gather in Atlanta this year to advance the mission and understanding of classical Christian education. As a parent, you play a significant role in educating your child. So, we invite you to join us and grow in your understanding of what we do, and how you can support classical Christian education in your home and beyond.

*Poetic
Truth*
**TEACH the
UNSEEABLE**

OUR GOD IS GREATER,
bigger, and higher than
anything we can comprehend,
so we can only imagine.
And, to imagine, we need
language that is poetic.

PLEASE JOIN US,
and immerse yourself
in a time of beauty,
fellowship, and learning.

**9+ You: SAVE \$400 with our
group rate of \$220 each**
(for teams of 10 or more—parents
and board members count too!)



**REPAIRING
the
RUINS**

The nation's largest community of classical
Christian educators, sponsored by ACCS

*"Attending the conference
with a first-timer coworker
was a refreshing perspective.
I networked more
with the people I traveled with
than the people I met."
—Previous conference attendee*

THURSDAY EVENING: As part of your conference registration, enjoy a concert with Keith and Kristyn Getty and their Irish band. This group of singers and instrumentalists fuse Celtic, bluegrass, Americana, and classical music, as well as cultural dance. Enjoy a poetic component of truth and beauty to resonate with our theme!

Visit our web site at ACCSconference.org to plan your experience.

N.D. Wilson

Keith Getty

Dr. Grant Horner

Matt Whitling

Douglas Wilson

Jenny Rallens

Dr. Louis Markos

Keith & Kristyn Getty



AND CAN IT BE?

The blind Irish monk, Dallan Forgail, penned "Be Thou My Vision" in the sixth century. Today, Irish hymn writers Keith and Kristyn Getty emerge in his footsteps with songs like "In Christ Alone."



NEW HYMNS!

It is estimated that no less than 40 million Christians sing their songs in church each year. Their 2015 annual tour, *An Irish Christmas*, aired on PBS, and they recently appeared on *CBS Sunday Morning*.

What is the secret to their success? It seems to share some of the same qualities that are behind the rapid growth of classical Christian education (CCE). Art and music are more than en-

richment classes at school, they are integral to worship. They lift us up to higher things in a world that wants to keep our eyes firmly pointed toward the ground.



Keith Getty graciously took a break from the Proclaim '16 conference in Nashville to visit with *The Classical Difference* about their music.

.....

Classical Christian education seeks the True, the Good, and the Beautiful. Do these ideas resonate with your creative process?

Beautiful way to put it. ... That phrase encompasses all that we try to do. Putting music and words together, and presenting theological truth in a unique way, but living, speaking to the lifeblood. Giving hope, consolation, joy, and peace to the brokenhearted. Music has to help and enrich that. And (he says with a smile) Belfast, where I'm from, is the center of Truth, Goodness, and Beauty.

.....

What inspires your work as you create new hymns in today's world?

After we looked at Old Testament patterns of worship, New Testament patterns of worship, and eternal patterns of worship in Revelation, and indeed as we look at church music as it walks through Christian history, there were three consistents and we felt they were all under attack as we looked at the whole thing in the year 2000.

So, we approached our work with three principles in mind:

1) **TEACHING:** God's people learn their faith in significant part, intellectually, emotionally, and artistically, through what

they sing. ... So, we wanted to write hymns that really taught the full canon of the God of Scripture. We live in a generation where there are more Christians in the world than at any point in human history, and yet the average person who calls himself evangelical knows less about the Scriptures than the average person who went to normal government school in 1950 in the West.

2) **CONGREGATIONAL SINGING:** All through history, God's people have been singing together. Congregational singing is a holy act and the Bible talks about the joy of being together, and that every tribe and tongue will sing together. So

we wanted to write music that was all about congregational singing. We write melodies that borrow their structure more from classic music or traditional folk music that can be sung apace, with an organ, with a Chinese instrument, or in a rock band. Songs where the medium doesn't matter. That's the centerpiece.

3) **EXCELLENCE:** The third thing that emanates from the first two is ... that a biblical view of artistry means to take God seriously and to take creativity seriously. We want to write songs that lead to true theology, good music, and beautiful poetry.

We write melodies that borrow their structure from classical or folk music that can be sung with an organ, a Chinese instrument, or a rock band.

.....

There is no doubt music stirs the soul. Why do we leave church singing the last hymn, no matter how good the sermon was?

We are fearfully and wonderfully made in the image of God, and God Himself is a creative God, so we love beauty. We are



WANT TO SEE ...

... the full interview?

... links to their website?

... this year's tour information?

Then visit ClassicalDifference.com/Getty.

more than just flesh and bone. Hymns have that ability to capture and fire imagination and heart and intellect and perfectly weld them together.

Think of the words and music when you sing "...Exchange it someday for a crown...". The fact of the matter is you will rediscover that line many times in your life. It will come out of left field and will offer consolation and excitement.

The title of our newest album, "Facing a Task Unfinished," was inspired by Frank Hotenoff who was Bishop of China in the 1930s. It's the power of hymns to galvanize in the most desperate of circumstances.

Why are hymns still with us in this modern age?

C.S. Lewis said, "All that is not eternal is eternally out-of-date" (*The Four Loves*). Great art is long term. We want to write songs that carry people through life—through the years of doubt, through devotional life, through teaching their own children, through congregational prayers, through personal prayer, through times of suffering, through growing old, and on their deathbed.

CCE believes in developing aesthetic for higher things, things that might be difficult to appreciate or understand at first. Do you think this is important?

Absolutely. I, as a father, and as someone who teaches indirectly by being a hymn writer, have a responsibility to want

people to extend their minds. Lewis, Tolkien, Rowling ... none of them are trying to explain to kids. They are trying to put things beyond their imagination, to extend them.

Trying to oversimplify things for kids is a huge danger. The God of the universe never pretends to reveal everything to us anyway. We have to learn everything in the context of Deuteronomy 29:29, "The secret things belong unto the Lord our God but those things which are revealed belong unto us and to our children forever." ... Don't teach the "celestial Santa Claus" even from the beginning, but remember that not on earth will we ever get the whole picture.

Trying to oversimplify things for kids is a huge danger. The God of the universe never pretends to reveal everything to us.

This has direct application to what we sing in church. What would you like to encourage people to bring to songs in the church?

TEACHING: If you pick up the book *Knowing God*, by J.I. Packer and go down [the index page] with a marker, how many of those attributes are mentioned in most modern worship songs? So are the songs true, authentic? Picking up 10-20 percent

of the attributes of God palatable for the modern upwardly mobile American and ignoring the rest ... is that intellectual integrity?

The aseitic [relating to the uncaused cause] qualities of God don't get your hands in the air. "Immortal, invisible, God only wise ..."—where do I put my hands up and start feeling the way I felt when I was opening my Christmas presents? Nowhere.



THE GETTYS IN CONCERT

"Facing a Task Unfinished," the 2016 Tour,
live at the ACCS Conference (accsconference.org).

To understand your place in the universe, you have to understand that in the beginning, God.

We believe God's people singing is a holy act, so we help them sing. ... It's the responsibility of the leaders to make people understand why they're singing, not driving toward an emotional experience.

CONGREGATIONAL SINGING: Pastors stopped teaching why we sing. The holy act of congregational singing is our infinitesimally small taste of heaven. We are commanded to worship in song on earth ... and it's a privilege.

If you pan across many churches, most people aren't really singing. They're either observing or in an emotional trance. It's like spoiling a child from the start, telling them they're the center of the universe.

EXCELLENCE: Does the style of music matter? Do I think there is anything evil about having a rock band playing rich, deep songs? No. If the rock band is helping people sing, it's good. If the rock band turns 70 percent of them off, that's not good. If the rock band means that they don't care about singing anymore and want to listen, then tell [the band] to take a vacation. If we start idolizing young people and not old people [by our music choices] ... then that's a bad thing.

Pop music tends to focus on things we want to sing about instead of laments. So, if rock music becomes the driving force, in the same way if choral music or any other style of music becomes the driving force, then it separates the congregation sometimes.

You just have to think what's all this about? and be wise.

Kids need to learn the value of perseverance and hard work. What advice would you give creative students or anyone who aspires to create?

Ninety-five percent of what we create never goes anywhere. It's not sad, it's just life. Of the songs I write, 60 would be in hymn books, and that might sound like a lot, but over 15 years

of writing that's four or five songs per year. Over 150 days of writing. That's a lot of days of failure.

Any good lyric is a beautiful poem, but not any good poem is a beautiful lyric. On one song, we wrote 17 verses over 15 months, and used four.

While I encourage creativity and songwriting at every level of life, I think the songs we use in our churches on Sunday morning have to be songs of high quality. I've seen churches use songs written by their youth instead of by Charles Wesley.

This is not only exchanging good for bad, but giving people far too high an opinion of their place in the universe. It's making people look to young people as leaders rather than mature people. They are nearly always going to be really bad songs, so it's just going to harm congregational singing. It's going to give us fewer songs that we carry with us in life; it's going to give us a lower view of life, poetry, theology, all those kinds of things.

The role of a hymn writer is not to write singable melodies. Singable only scratches the surface. Because we are fearfully and wonderfully made, because we are creative people, because we have imaginations, the goals of a melodist and hymn writer are to write music that people can't wait to sing, that creates a new angle—the same way da Vinci did with his paintings.

Your music seems to reach us in the same way as a good story. Why is that?

We need more than just instruction manuals. I am a repentant sinner, failing father, ineffective brother. God could have given me a manual, or he could have told a story. The story of the prodigal son ... opens up areas of my life in a way no manual could have done. ... That's why pastors must illustrate with stories, or things will be dead. Teachers need to find what makes their students excited and feed that into them. ■■

Music expresses that which cannot be said and on which it is impossible to be silent.

—Victor Hugo

A photograph of Keith and Kristyn Getty. Kristyn is in the foreground, smiling and looking towards the camera. Keith is behind her, also smiling. They are both dressed in light-colored clothing.

Keith + Kristyn Getty

FACING A TASK UNFINISHED

Facing a Task Unfinished is the latest album from pre-eminent modern hymn writers, Keith and Kristyn Getty. The album, which champions congregational singing and mission, follows the radical example of the hymn “Facing a Task Unfinished”, rewritten from its original 1931 version, where its urgent call propelled individuals, families and churches to global witness.

This studio album features the Getty’s band, live congregational singing, and fresh global sounds as well as guest appearances by John Patitucci, Fernando Ortega, and artists from around the world.

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getty music



#TheTaskUnfinished

gettymusic.com

Seeing More by Seeing Less

ACCS alumnus sees light and darkness



Elizabeth Wade has no concept of color—literally. She was born with achromatopsia, a disorder characterized by light sensitivity and the absence of color vision. Direct sunlight impairs her vision. She cannot drive. But these limitations, she says, matter little.

As a result, Elizabeth has learned to see things differently—to look past appearances into the heart. Seeing only goes so far. She'd rather listen, anyway. That, she says, is her life's goal.

GREATLY COMMISSIONED

Elizabeth joined Covenant Classical School (CCS) in Fort Worth, Texas,

in fifth grade and was the school's first graduate in 2007. She enjoyed math and literature, and wrestled through Latin, not yet aware of the impact language would have on her life.

There were challenges to being a pioneer at a newly formed school. "I felt pressure to be something for everyone, but there also was grace for me because I was first," she says.

One of her favorite teachers, Mr. Bates, noticed Elizabeth's heart for different cultures and suggested she attend a missions class called "Perspectives" at a local church. Bates thought the class would bring her goals into sharper focus, and later suggested that she pursue an anthropology degree. "Covenant was very influential in what I chose to study in college and what I've done since," Elizabeth says.

A FOREIGNER IN A FOREIGN LAND

After CCS, Elizabeth studied anthropology at Wheaton College. She spent two months in Indonesia conducting anthropological research, then returned for six months to teach English to refugees awaiting resettlement.

While the women learned English, Elizabeth learned hospitality. The refugees were warm and welcoming, inviting her into their homes and lives. "These people with nothing were overwhelmingly generous. I knew I wanted to work with refugee resettlement once I got home," she says.

A HEART FOR THE DISPLACED

After graduation, Elizabeth returned to Fort Worth as an administrative case-worker for World Relief, an organization that serves newly arrived refugees. She helped with food stamps and physician referrals, but had limited refugee contact because she cannot drive.

But God saw another way. Elizabeth moved into an apartment complex that housed more than 1,000 refugees. She shared an apartment with two Christian refugees: a young Iraqi woman and a woman who had been a senator in Burundi before fleeing her country. Living among refugees helped Elizabeth see things differently. Again.

“Most refugees’ biggest complaint is that they’ve never been invited into an American home. In Indonesia, I’d been welcomed. I knew we could do better here,” she says.

THE LANGUAGE OF LOVE

Before long, Elizabeth felt the call to return overseas to the Middle East. (To protect mission work in the region, the organization and location cannot be named.) Elizabeth’s official reason for being there was to learn Arabic, and she attended 16 hours of one-on-one lessons each week.

After ISIS beheaded the Egyptian Coptic Christians in early 2015, she worried about the danger of sharing the gospel.

Her efforts to speak the language of her host country opened doors. Little by little, she built friendships and shared the gospel.

Once Elizabeth was engaged in the students’ lives, she was able to see the darkness that surrounded them. Elizabeth recalls a difficult time after ISIS beheaded the Egyptian Coptic Christians in early 2015. She worried about the danger of sharing the gospel.

But the doubling down of evangelical efforts by the local church energized Elizabeth. “A lot of Americans are cultural Christians, but not actual followers of Christ,” Wade points out. “In the Middle East, Christians are willing to lay everything down to follow Jesus.”

A CHANGED VIEWPOINT

Elizabeth prays every day about future mission work. In the meantime, she enjoys teaching ESL classes back in her hometown of Fort Worth.

When asked whether learning Latin, Indonesian, or Arabic—or teaching ESL—is the most difficult, Elizabeth laughs. “Latin! I hope that doesn’t get me in trouble! It’s hard to see the benefits at first, but you notice later,” she says.

Looking back on her education, Elizabeth knows God used it to shape her life and direction. Her advice for current students? Take the long view. “Life is not about grades or being the best,” she says. “View your education as a tool to help you seek God and love others first.” ■■

—ANDREA DEALE



classical Christian liberal arts

47

States represented in
current enrollment

91%

of students receive
scholarships

10:1

Student-Faculty ratio

73

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the Core

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Glo Photography, glophotography.com
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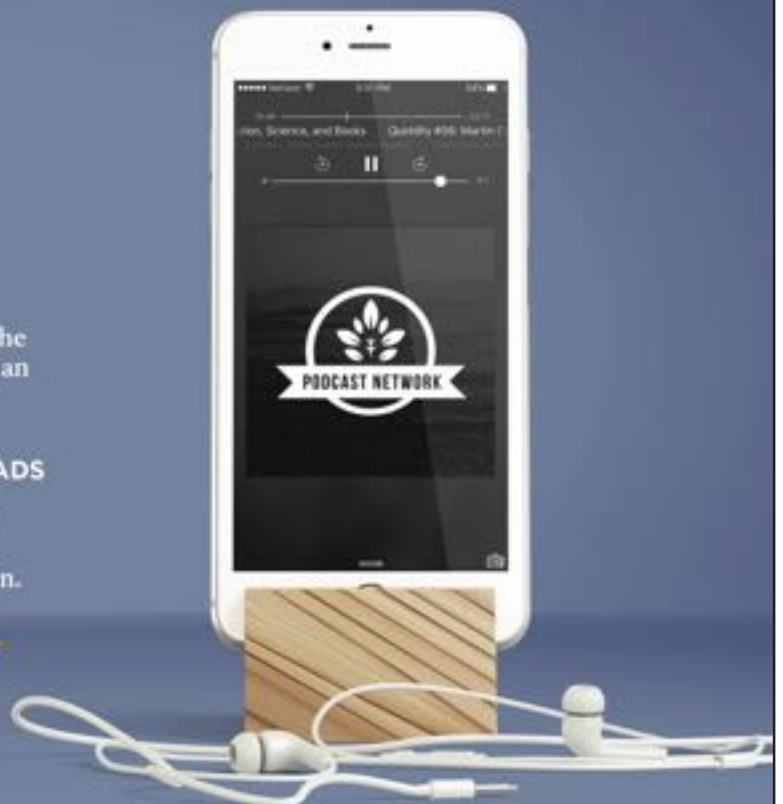
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Fine Art from the Halls of Learning



A rose is a rose

Avery McDowell, 7th grade
St. Stephen's Academy
Beaverton, OR
Assignment: Pointillism

Avery's artistic skill runs in the family. Her mother is an artist, and Avery intends to go to art school after graduation. Kathy Mier, her St. Stephen's art teacher for eight years, seconds this choice.



Now we know!

Riley Farrell, 11th Grade
Covenant Christian Academy
Colleyville, TX
Assignment: Greek caryatids as self-portraits

Several people wrote to let us know the mystery artist of the drawing that first appeared on page 25 of the previous issue (Spring, Vol. 2, No. 1). The project landed Riley's artwork a spot in the high school lobby! She plans to pursue a career in art or design.

“Read somewhat in the English poets **every day**. You will find them elegant, entertaining, and constructive companions through your whole life. In all the disquisitions you have heard concerning the **happiness of life**, has it never been recommended to you to read poetry? ... You will never be alone with a poet in your pocket.

—John Adams
(bold added)

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.ClassicalDifference.com/submissions. Published student works earn a \$10 Amazon gift card for purchasing classic books. Or crayons.



I Wish That I Had Started Then

Kevin Kearney

Bayshore Christian School
Fairhope, AL

Note

**BLAKEY
PRIZE**
| in Fine Art |

In the next issue: See the winners of the Blakey Prize in Fine Art.

I wish that I had started then
How different things would be today
What I would give to try again
People met and gone with the wind
I could have glanced and just said "hey"
I wish that I had started then
The things I thought and spoke to men
The thought I wish that I could say
What I would give to try again
I spent my time to no real end
Pointless pleasures progress stayed
I wish that I had started then
Where I would be if way back when
I could have gone a different way
What I would give to try again
The moments passed now, it's a sin
To waste all of the things that may
What if I could have started then?
What I would give to try again.

English Sonnet

Written with the Staedtler Norica HB No. 2

Jacob Collins

Bayshore Christian School
Fairhope, AL

The dream of life has been ripped apart
In pursuit of what precious few have
deemed good
The old way of life is gone - it darts
Around, around little faces carved in
wood.
For now the venerated company has
passed
Into the Netherworld, a land of despair.
And I, small I, little I, am the very last
One, not quite unlike the Prince of Bell
Aire.
But for this reason I must destroy the
façade
To counteract the workings of the evil
one
And work to restore the green earth of
God,
A job that has only just begun.
Now it is time to stand up and fight
For what we believe and know to be
true and right.



Veritas School, Newberg, OR
Photographer: Myah McNeill
Glo Photography: glophotography.com

ON ANY GIVEN SATURDAY in the spring, you'll likely find Grant Horner kicking his crampons into the ice at 14,000 feet as he ascends one of California's many challenging peaks.

Monday morning, he guides undergraduates at The Masters College through the Italian and English Renaissance. And on Tuesday, he'll counsel rhetoric students at Trinity Classical School in Valencia, CA.

Dr. Horner is one of a growing number of college professors who have breached the traditional wall between K–12 education and college. As a rule, primary and secondary education have been separate academic domains—but classical Christian

schools are changing that. Why would significant numbers of college professors want to help establish, volunteer for, and teach at classical Christian schools around the country?

Dr. Horner explains his dedication. "When classically educated students show up in my college classrooms I know they have the skills in place to read, speak, and write well, and they will have the passion for culture and the critical faculties to think about human works discerningly and theologically ... I sometimes describe to my graduate Latin students how we teach the *Aeneid* in the original language to kids in eleventh grade at Trinity, and it is a joy to watch their jaws drop." Dr. Horner is not alone.

"As a professor at Wheaton College, I saw far too many bright freshmen coming in who had never been exposed to the great books except at the most superficial (i.e., Sparknotes) level." Dr. Nicholas Perrin is Dean of the Graduate School at Wheaton. He also helped found and occasionally teaches Latin at Covenant Classical School, a K–12 school in Naperville, Illinois. "Again, high-ACT kids, but who had never been taught to appreciate literature as literature, art as art, beauty as



the BARRIER

Why professors leave their college classrooms to teach at classical Christian schools

beauty. One of the reasons I went into CCE was because I saw the difference the educational model was already making in my own kids' lives, and I wanted a different future for them."

In 2002, Steve Turley retired as a professional guitarist, earned a PhD from Durham University, and decided to find a "real job." He thought he would teach college at Eastern University, but, over the next several years while teaching at Tall Oaks Classical School in Delaware, he discovered classical Christian education. He also found that he was utterly amazed at the fruit of classical Christian education. "I found out very quickly that when I wrote a logic equation on the board or made an argument for this or that, the students were able to immediately recognize a number of the formal and informal fallacies that plagued my thinking. Or when I made comparisons between Greek and Latin that weren't quite accurate, the students were quick to pick up on it. But it is not just the intellectual vitality

of the school that impressed me. I found that the students ... were actually good students, and as a part-time professor at a university for nearly two decades, I can tell you that good students are becoming hard to come by."

Over a decade later, Dr. Turley still shares time between Tall Oaks and Eastern University.

As many college professors switch ... one wonders why? More work, less pay, less status ... it must be kingdom work.

College professors typically teach 9–12 hours per week, have flexible schedules, and only grade a few assignments per semester. Teaching K–12 is a bit more of a commitment. High school teachers typically put 25–30 hours into the classroom and grade work nightly. So, as many college professors switch to the classical Christian realm, and many more work part-time or labor to start classical Christian schools, one wonders why? More work, less pay, less status ... it must be kingdom work.

In the mid 2000s, Dr. David Diener taught at the University of Indiana when his wife attended a homeschool conference.



She came home with a business card from a classical Christian K–12 educator. Diener discarded it. The next year, she brought home a card from him again. This time Dr. Diener looked at the material his wife brought home and was intrigued. Fast forward a few years, and he had left the college world to run a classical Christian school in Georgetown, Texas. Why?

“When I did my teaching demonstration at the college, I gave a talk on what is Christian philosophy. Only two of the students had read Plato. The general tenor of the class was not intellectual. Several walked in late. They just weren’t that interested. Then I was supposed to teach at Covenant—a ninth grade history class. I said, ‘What do you want me to teach?’ ‘We’re doing the Middle Ages, and I don’t think we did a good job with scholastic philosophy. If you could do something on universalism vs. nominalism, that would be great.’ My jaw dropped open. This is a ninth grade history class. All could read Latin. They’d all read Plato. They knew Descartes. As I was talking, they just tracked. They asked me questions that blew me away. For weeks afterward, I thought about that question from a ninth grader. The level of education that I can do here is, simply put, higher than I could do with those undergraduates.”

Dr. Scott Yenor, a full-time professor of political philosophy at Boise State University set aside time, for very little money, to teach sixth grade history for several years at a classical Christian school in Boise, ID. “College students have their habits formed already, and education seems to be checking boxes and

passing through classes. Sixth graders, especially sixth graders in classical Christian schools, are open to learning, are genuinely interested in improving their minds, and love stories in a way that college students do not. When I look back on teaching, I cannot believe how much those kids did in my classes.”

In Wheaton, IL, Princeton, NJ, Grove City, PA, Annapolis, MD, and other college towns, classical Christian schools are thriving. The academic world continues to become less influential as it struggles to decide if it trains workers or forms citizens. Either way, they rarely cultivate a Christian worldview. As Dr. Diener puts it, “The kind of academic and spiritual community at a classical Christian K–12 school is a closer reflection of the universities of the Middle Ages, or liberal arts colleges of 150 years ago, than almost anything that’s happening at the college level today.” ■■



Want to know more ...

... about classical Christian education?
Visit ClassicalDifference.com/about.



Coram Deo Academy, Flower Mound, TX

In the NEWS

Catholic education body recognizes classical education as one of the biggest trends in 2016

A major advocacy group for the two million school children in Roman Catholic schools noticed something: classical education is a strong and growing trend in Catholic schools. “Concerns for the soundness of Common Core State Standards are in some ways responsible for renewed interest in classical education. ... More Catholic families are looking to classical education as hope for the future of faithful Catholic education.” Catholic great books colleges like the University of Dallas and St. Thomas Aquinas College continue to lead classical education in the collegiate realm. So, it only stands to reason that the massive K–12 Roman Catholic system may someday return to its roots.

We welcome our friends on the Catholic side of Christendom to join the restoration of classical Christian education.

Catholic Education Daily, January 4, 2016, Adam Cassandra



More Info

The Cardinal Newman Society, publisher of *Catholic Education Daily*, is a primary voice in Catholic education. To read the full article, go to the link at ClassicalDifference.com/more.



Rockbridge Academy, Millersville, MD

Why is an Alabama Teacher of the Year stepping down?

Because the state says she lacks the certification to teach. When Ann Marie Corgill was moved to fifth grade from second, she lacked the certification required for that grade. “After 21 years of teaching in grades 1–6, I have no answers as to why this is a problem now, so instead of paying more fees, taking more tests, and proving once again that I am qualified to teach, I am resigning.”

Since the Middle Ages, “guilds” have been the training ground for teachers. We emulate this process at ACCS. ACCS-accredited schools certify their own teachers, according to standards set by the Association, not the government. We believe teaching is a spiritual gift (1 Corinthians 12:29–31), as well as a learned skill. What counts is what happens in the classroom. ■■

Headline:

If this doesn't prompt Socratic discussion, nothing will



Extra, extra!

The Kirkland Reporter.com on the basketball game between Providence Classical Christian School and Grace Academy: www.kirklandreporter.com/sports/366453141.html

Your Children Become What They Behold

Even around the table



The Ambrose School, Meridian, ID

One day in the middle of homeschooling our four children, I looked around our apartment where we were all working. There was not one beautiful object in it. We had wires running everywhere to the family computer and (back in the day!) the modem. My book projects were stacked about the house.

Our children were growing up amid ugliness and not beauty.

Teaching had taught me what a bad idea this was, but because our ugliness was partly the genteel poverty of a professor and partly busy clutter, I had not noticed what I was doing to my wife and kids. We were teaching an orderly creation and living in a disorderly chaos.

When I saw this my first emotion was despair. We weren't going to get a maid. Historically, Reynolds are maids—we don't hire them. And we were not going to get less busy given our finances.

What could we do?

I was reminded of my four grandparents in West Virginia. They built beautiful churches and homes “without no money.” As Granny would say when she saw a dirty house: soap is cheap. What if we made lack of clutter a priority? What if we took one room—in our case the dining area of the apartment—and made it beautiful?

Beauty is real and seeing it has an impact on our soul. In Italy, they have a name for tourists overcome by beauty: Stendhal Syndrome strikes when you are overcome by the beauty of Florence and smacked into ill health. Beauty can be a hammer to the man who has seen too little of it. Once, walking down the corridor to see Michelangelo's *David*, my chatty American students went silent and then stopped. They stared at beauty greater than any online GIF (or JPG as the case may be) could have prepared them to see.

Imagine a child never exposed to the truth. That child would be a sucker for any sophist who promised answers. Now consider a child who never saw a good man. That person would not know a grifter from a saint. The person starved of beauty will not be able to discern glitter from real beauty.

Our education must contain truth, goodness, and beauty. We are, in part, what we see.

If we starve our souls of this gift, beauty, we are apt to fall for beauty too hard when we see it and be led into the error of romanticism. Poverty of spirit breeds

unhealthy desire that can overwhelm even the most careful preparations.

So what do we do?

We must not just have images of beauty. There is nothing more foolish than thinking an image of Florentine art on the computer is the art. It is an image of an image and the beauty is lost. All human art is a second-hand creation of what the good God made, and so an image on our screen cannot compete. Those lucky enough to live in natural beauty, like my West Virginia ancestors, can compensate to some extent, but many of us add to our artistic deprivation an environmental deprivation.

If we starve our souls of
this gift, beauty, we are
apt to fall for beauty too
hard when we see it.

We are right to worry about the spread of filthy images that objectify men and women. We are right to think that too much ugliness is a vice, but we should ask ourselves: do we avoid vice without embracing beauty? The clothing that is modest isn't wicked, but that does not make it good. Beauty is good.

So the classically educated family is called to love beauty. We must gaze on it appropriately. We must learn not to love beauty for the sake of beauty, but for the sake of the Beautiful Beloved, God Himself. A beautiful image can lead us to the action that it represents. A beautiful image is an icon to God and the properly trained soul can look through it to see the face of God. ■■

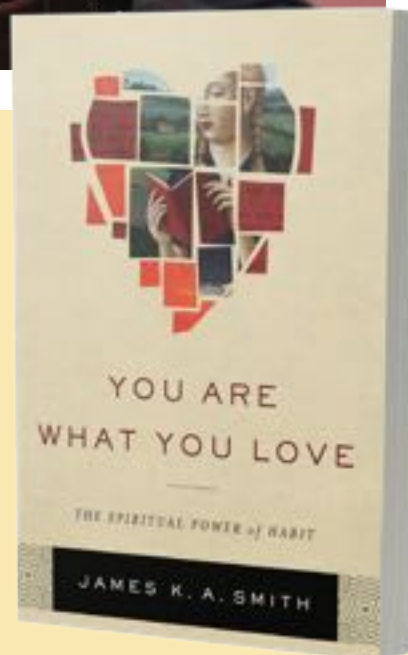
DR. JOHN MARK REYNOLDS is the president of the Saint Constantine School and a Senior



Veritas School, Richmond, VA

Fellow of Humanities at the King's College in New York City. He is the former provost of Houston Baptist University and was the founder and director of the Torrey Honors Institute, the Socratic, great books-centered honors program at Biola University. Dr. Reynolds is the author of numerous books, including *When Athens Met Jerusalem: An Introduction to Classical and Christian Thought* and is the editor of *The Great Books Reader*. He is a frequent blogger and lecturer on a wide range of topics including ancient philosophy, classical and home education, politics, faith, and virtue.

An avid technophile, the lights, speakers, and computers in his house can all be controlled by his phone, to both cool and disastrous effect. John Mark and his wife, Hope, have four homeschool-graduate children: L.D., Mary Kate, Ian and Jane.



For Further Reading

You Are What You Love: The Spiritual Power of Habit by James K.A. Smith

To Do

SPRING CLEANING! Clear the clutter, and go to ClassicalDifference.org for sources of decor that evoke truth, goodness, and beauty.



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“Those who built on the wall, and those who carried burdens, loaded themselves so that with one hand they worked at construction, and with the other held a weapon. Every one of the builders had his sword girded at his side as he built.”

—Nehemiah 4:17-18

Freed from Babylon, Jewish exiles returned and rebuilt the temple and Jerusalem, but not without opposition. They worked with swords girded on their sides. They were builders who wore swords and soldiers that learned to shovel.

When Jesus commissioned his disciples, he sent them out into the ruin of humanity, wielding the Word, building churches with baptism.

Now in the ruins of the West, we build again. Join us as we build. Join us as we fight.

BUILD. FIGHT. COME.

What do you think?

This month's poll

There are some who feel that musical training is as important as learning to read, some who like it but might (or might not) leave it, and some whose studio is, and only ever will be, the shower.

DO YOU REQUIRE YOUR KIDS TO TAKE MUSIC LESSONS? WE WANT TO KNOW!

■ Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination ...

—Plato

■ To listen is an effort, and just to hear is no merit. A duck hears also.

—Igor Stravinsky

■ It's easy to play any musical instrument: all you have to do is touch the right key at the right time and the instrument will play itself.

—Johann Sebastian Bach

■ I never had much interest in the piano until I realized that every time I played, a girl would appear on the piano bench to my left and another to my right.

—Duke Ellington

■ The man that hath no music in himself, nor is not moved with concord of sweet sounds, is fit for treasons, stratagems and spoils.

—William Shakespeare

■ Music is the universal language of mankind.

—Henry Wadsworth Longfellow



Weigh in



at www.ClassicalDifference.com/poll

**RESULTS PUBLISHED
IN THE NEXT ISSUE!**

The Pickup Line

... is closed for the summer

WHAT CAN WE DO ON THE FIRST DAY OF SUMMER?

Maybe the kids and I will drive to the school and sit in the pickup line, just for old times' sake. I'll drive too fast through the parking lot. I won't pull

forward. I'll park my car a little sideways and open all four doors. As a final treat, I'll leave the car unattended, sitting right there in line, and go have a picnic. At the school they mow their lawn regularly, and they don't have a dog.

It'll be a perfect first day.





Poll: Vacations?

The results are in!

Are vacations essential? To 80 percent of respondents, they are. Here are some samples of the thought-provoking comments we got to read on this topic.

■ "Rest is biblical ... for the ground as well as the people who till the ground (labor). Rest for revitalization to continue in the work is rest well spent."

■ "Not that I don't like a nice vacation, but I wonder if we might not be giving in just a bit sometimes to the 'entertainment' focus of our culture."

■ "I think vacation does for our year what Sabbath does for our week. ... It does matter what choices you make on vacation as well."

■ "Vacation can be a preview of heaven. But we can get the 'rest' idea out of proportion ..."

I Wish I Had More Time to Read ...

... **F. SCOTT FITZGERALD**

"And so with the sunshine and the great bursts of leaves growing on the trees, just as things grow in fast movies, I had that familiar conviction that life was beginning over again with the summer."

—*The Great Gatsby*

... **JOHN STEINBECK**

"What good is the warmth of summer, without the cold of winter to give it sweetness."

—*Travels with Charley: In Search of America*

... **L.M. MONTGOMERY**

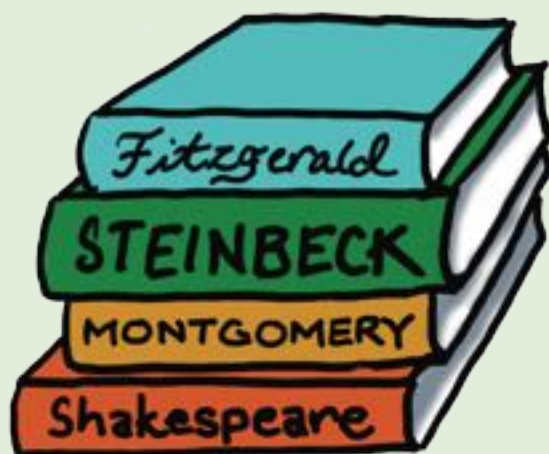
"All in all, it was a never-to-be-forgotten summer—one of those summers which come seldom into any life, but leave a rich heritage of beautiful memories in their going—one of those summers which, in a fortunate combination of delightful weather, delightful friends and delightful doing, come as near to perfection as anything can come in this world."

—*Anne's House of Dreams*

... **WILLIAM SHAKESPEARE**

"Summer's lease hath all too short a date."

—*Shakespeare's Sonnets* ■■



School Snapshots



Grace Academy, Georgetown, TX

■ Chickens, deer, and butterflies! And don't forget the hog.

Visit this campus and you'll see chicken raising, deer slaying, green gardening, butterfly feeding, purple martin housing, and hog trapping. **Grace Academy in Georgetown, TX**, knows how to keep students learning outside on their 39-acre campus, most of which is wild. Or "cultivated." Students learn biology as they butcher animals, collect eggs, and protect the martins from hawks. (Martin house pictured at left.) Then, they go inside and read Dante. Classical Christian schools know that kids learn in many ways, and small school communities can do some pretty creative things.



Providence Preparatory School, Belton, TX

■ History and toolboxes

"Please take me out." "I hated it at first." **Providence Preparatory School in Belton, TX**, hit Micah Martinez, Nathaniel Fasoline, and many others in the senior class like a whirlwind when they first entered the school. But, their parents held fast. Providence is only five years old but serves grades K-12, so most of its high school students began their academic careers elsewhere. After about a year, they admitted, they got used to it. In fact, it seems they actually thrive. "In [our other Christian school], we learned history from a textbook. We read about the Boston Tea Party. Here, we learned the context and what led to it. We understood it better. We think about history," said Emily Parisi.

On a different note, a strange phenomenon cropped up at Providence Preparatory School: toolboxes. They're everywhere, they have wheels, and they're full of books. It seems students moved from bookbags, to backpacks, then to rolling carts, on to rolling coolers, and finally settled with toolboxes. Apparently the books were just too heavy for anything else!



Immanuel Lutheran School in Alexandria, VA

■ Upward and onward

Immanuel Lutheran School in Alexandria, VA, goes to great lengths to develop the aesthetics of their little ones. They emphasize higher liturgical music, decorate with great artists, and take their students, pre-schoolers included, to places of beauty—like the National Gallery of Art. Classical Christian schools realize that a high view of beauty is vitally important for young children. It cultivates a love of greatness, rather than just sensationalism or entertainment in art.

■ The Laboratory School

NO TUITION? NO PROBLEM AT “HARD WORK U”

Each year, the School of the Ozarks near Branson, MO, turns away hundreds of families who are willing to pay tuition, to serve 287 children in grades K–12 without a financial path to a classical Christian education.

Clearly, the need is great. In response, the College of the Ozarks created an innovative solution—the Laboratory K–12 School. The school shares the college campus and offers a full classical Christian program. Many of the parents work for a Christian ministry or earn just a livable wage, so tuition can be an insurmountable wall—and there are no government handouts, few scholarship programs, and few local churches that can help.

Vice President and Dean of Character Education, Dr. Sue Head, spent two years researching the best school models before opening the doors. The administration credits the ACCS for teaching them about classical education, and then providing the heart and substance of their program.

School Dean Brad Dolloff recalls running the gauntlet of the program’s construction. “On the ACCS website, I found a math-science conference at The Oaks in Spokane. When I told their headmaster, Bruce Williams, about the challenge before me, he started handing me files and books and mentored me through those first years.”

Dr. Head recommended the Lab School concept after visiting Hillsdale College’s charter school in Michigan. She notes this model is impossible without the help of a college. “We enjoy the facilities and resources we have because of the College.”

At an ACCS conference, Dolloff was struck by Doug Wilson’s comment that when we take God out of a school, we train children to forget God. That resonated with Dolloff who taught math and was an administrator for 25 years in public schools. One of the School of the Ozark’s goals is “to foster a deeper knowledge of Christ, a desire to be conformed to His image, and the desire to live a life that reflects a Christian worldview.”

Mitch Pettigrew, whose campus job is to tend bees, is a senior at the school. His parents ran church camps when he was young. His classical education almost eluded him. Now, he praises his favorite teacher, Dr. Kyle Rapinchuk. “He opened new ways of thinking for me. It’s easy to love the subjects he loves because he comes into class overflowing with excitement for what he’s about to teach us. He sees God’s ways in everything,” said Pettigrew of the man who has made a permanent difference in his life. ■■

—JEANETTE FAULKNER



School of the Ozarks, Branson, MO

How do they do it?

In 1906, the College of the Ozarks founder had a vision to provide a Christian education for local children who could not afford it.

NO TUITION

K–12 families at School of the Ozarks pay \$2,700 a year to cover meals, books, and lab fees. College students at College of the Ozarks pay about \$7,000 a year for room, board, and a few fees. If

that is unaffordable, a K–12 family may apply for aid to lower the cost. College students can graduate debt free.

Every student has an age-appropriate work station. Grammar students might clean the school. High school students might man a work station in the kitchen. College students are required to work 15 hours a week and two 40-hour weeks a year. Jobs are not hard to find on campus.

The college raises beef cattle, dairy cows, and hogs, and runs a meat

processing plant, feed mill, and horticultural center, among other things. Homemade goods served and sold at the campus lodge and restaurant are fresh from their farms, along with items from their workshops, such as ceramic mugs.

Students earn a GPA, a Character Point Average, and a Work Point Average. The proceeds from the College’s entrepreneurial ventures and generous donors cover tuition at “Hard Work U.”

ACCS Member Schools

Acacia Academy

Kokomo, IN

Ad Fontes Academy

Centreville, VA

Agape Christi Academy

Eden Prairie, MN

Agathos Classical School

Columbia, TN

Aletheia Christian School of Peoria

Peoria, IL

Alpha Omega Academy

Huntsville, TX

American Christian School

Succasunna, NJ

Annapolis Christian Academy

Corpus Christi, TX

Appomattox Christian Academy

Appomattox, VA

Aquidneck Island Christian Academy

Middletown, RI

Arma Dei Academy

Highlands Ranch, CO

Augustine Christian Academy

Tulsa, OK

Augustine Classical Academy

Mechanicville, NY

Augustine Classical Academy

Lakewood, CO

Augustine School

Jackson, TN

Baldwin Christian School

Baldwin, WI

Bayshore Christian School

Fairhope, AL

Beacon Hill Classical Academy

Camarillo, CA

Bethel American International School

St. Paul, MN

Bloomfield Christian School

Bloomfield Hills, MI

Bradford Academy

Mebane, NC

Brown County Christian Academy

Sardina, OH

Cahaya Bangsa Classical School

Bandung, Jawa Barat, Indonesia

Cair Paravel Latin School, Inc.

Topeka, KS

Calvary Christian Academy

Silver City, NM

Calvary Christian Academy

San Jose, CA

Calvary Classical Academy

St. Cloud, MN

Calvary Classical School

Hampton, VA

Candies Creek Academy

Charleston, TN

Cary Christian School

Cary, NC

Cedar Tree Classical Christian School

Ridgefield, WA

Charis Classical Academy

Madison, WI

Christ Church Academy

Lafayette, LA

Christ Presbyterian School

Baton Rouge, LA

Christian Heritage School

Longview, TX

Christ's Legacy Academy

Athens, TN

Clapham School

Wheaton, IL

Classical Christian Academy

Post Falls, ID

Classical School of Wichita

Wichita, KS

Clear Lake Classical

Clear Lake, IA

Colquitt Christian Academy

Moultrie, GA

Coram Deo Academy

Flower Mound, TX

Coram Deo Academy

Carmel, IN

Coram Deo Academy

Richland, WA

Coram Deo Preparatory Academy

Houston, TX

Cornerstone Academy

Morristown, TN

Cornerstone Academy

Snohomish, WA

Cornerstone Christian Academy

Appomattox, VA

Cornerstone Christian Academy

Abingdon, VA

Cornerstone Classical Christian Academy

Montgomery, AL

Cornerstone Classical Christian Academy

Hebron, KY

Cornerstone Classical School

Basalt, CO

Cornerstone Classical School

Salina, KS

Covenant Academy

Macon, GA

Covenant Academy

Cypress, TX

Covenant Christian Academy

Harrisburg, PA

Covenant Christian Academy

West Peabody, MA

Covenant Christian Academy

Colleyville, TX

Covenant Christian School

Smyrna, GA

Covenant Christian School

Panama City, FL

Covenant Classical Academy

Louisville, KY

Covenant Classical Christian School

Columbia, SC

Covenant Classical School

Concord, NC

Covenant Classical School

Fort Worth, TX

Covenant Classical School

Naperville, IL

Covenant School

Huntington, WV

Coventry Christian School

Pottstown, PA

Dominion Christian School

Oakton, VA

Dominion Classical Christian Academy

Dacula, GA

Eastwood Christian School

Montgomery, AL

Eukarya Christian Academy

Stephens City, VA

Evangel Classical Christian School

Alabaster, AL

Evangel Classical School

Marysville, WA

Evangelical Christian Academy

Colorado Springs, CO

Faith Christian Academy

Kansas City, MO

Faith Christian School

Roanoke, VA

First Classical Academy

Katy, TX

First Presbyterian Church School

Tacoma, WA

Franklin Classical School

Franklin, TN

Genesis Classical Academy

Winnebago, MN

Geneva Academy

Monroe, LA

Geneva Academy

Roseburg, OR

Geneva Academy

Lincoln, DE

Geneva Classical Academy

Lakeland, FL

Geneva School of Boerne

Boerne, TX

Gloria Deo Academy

Spring Branch, TX

Good Shepherd School

Tyler, TX

Grace Academy

Springfield, MA

Grace Academy of Georgetown

Georgetown, TX

Grace Academy of North Texas

Prosper, TX

Grace Christian Academy

Merrick, NY

Grace Classical Academy

Laguna Niguel, CA

Grace Classical Academy

Springfield, MO

Grace Classical Christian Academy

Granbury, TX

Grace Classical School

Jacksonville, NC

Great Books Honors College

Montgomery, AL

Greenville Classical Academy

Simpsonville, SC

Grove City Christian Academy

Grove City, PA

Harvest Christian School

Petaluma, CA

Haw River Christian Academy

Pittsboro, NC

Heritage Oak School

Tehachapi, CA

Heritage Preparatory School

Atlanta, GA

Heritage School

Fredericksburg, TX

Hickory Christian Academy

Hickory, NC

Highland Rim Academy

Cookeville, TN

Horizon Prep School

Rancho Santa Fe, CA

Hunter Country Day School

Manakin-Sabot, VA

Imago Dei Academy

Alamogordo, NM

Immanuel Lutheran School

Alexandria, VA

Coram Deo Classical Academy

Brownsville, TX

Island Christian Academy

Langley, WA

Jonathan Edwards Classical Academy

Whites Creek, TN

Kings Way Classical Academy

Clackamas, OR

Legacy Academy

De Queen, AR

Legacy Classical Christian Academy

Chesilhurst, NJ

Legacy Classical Christian Academy

Haslet, TX

Libertas Academy

Tampa, FL

Liberty Classical Academy

White Bear Lake, MN

Lighthouse Christian Academy

Stevensville, MD

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

Brainwaves

Challenges for a Suburban Summer

LOOK UP "SUMMER ACTIVITIES" ON THE WEB AND YOU'LL QUICKLY FIND A CENTURY'S WORTH OF GREAT IDEAS. WE'VE NARROWED IT DOWN TO **5 CHALLENGES** THAT WILL KEEP YOUR KIDS ENTERTAINED, ACTIVE, AND ENGAGED THIS SUMMER.



1 Reading Race

Match your child page for page in a friendly reading competition. You might want to set limits on picture sizes in your high-schooler's book choices.

If your child wins, they get to stay up late. If you win, you get to go to bed early! Cash prizes and trips to the zoo work, too.



You can include books that are required summer reading for your kids, but make sure to have plenty of titles that are just for fun. For a list, visit ClassicalDifference.com/brainwaves.

2 Dinner Date



Have your kids plan and make meals on their own. For older kids, choose a different ethnic food each week.

You might choose a day of the week or month that belongs to your child, and alternate between breakfast, lunch, and dinner so that when school starts, they'll be ready to cook any meal you might need.

The internet abounds with children's recipes but some of our favorites are Dutch pancakes, BLTs, and pizza.



Visit ClassicalDifference.com/brainwaves for recipes.

3 Music on the Mind

There's no doubt music is good for both the mind and soul. Do you know an older student at your school who loves music, could use some extra cash, and can drive to your house? Hire them to pass their knowledge and love of music onto your child.



4 Mastering Mastery



Create a book of poetry, but don't do it alone. Find meaningful poems from Longfellow, Eliot, Wordsworth, or any of the great poets, and have your child copy them on the left side of their notebook or journal. Then have your child emulate (not copy) them on the right. Ideas, thoughts, and experiences flow easier under the guidance of a master, and you might be surprised at the results.

Create illustrations or take photos to go along with the works of original poetry. At the end of the summer, make it into a book. If you have grandparents, save it for that special Christmas present! And send a copy of the best to us! (Include both sides—master and copy.)



For bookmaking sources, visit ClassicalDifference.com/brainwaves.



For suggested summer activities devoted to life skills and/or just plain summer fun, visit ClassicalDifference.com/brainwaves.

The Pinterest Grab Bag

More than just a catalog of ideas, this Pinterest board sent to us from a busy mom is an online “grab bag.” It's a way to let kids choose their favorite activities from mom's preselected list.

“I usually let each of my kids pick a few activities at the beginning of the summer and then get the supplies to have on hand.” For more flexibility, each week let one of the kids pick that week's activity. They enjoy browsing through the options before their big day!



<http://tinyurl.com/cdsummerfun>



—Pinterest board by Jordan Douglas,
The Ambrose School, Meridian, ID

Mom's Summer To-do List

Mom, you probably don't need a to-do list, but we made one for you anyway! This one will help you get ready for the middle and end of summer, not just the start.



Visit ClassicalDifference.com/brainwaves.

5 Day Camps with a Purpose

Summer Day Camps abound. This year, choose to be involved in an excellent artistic workshop run by a professional arts organization that “moonlights” with summer day camps.

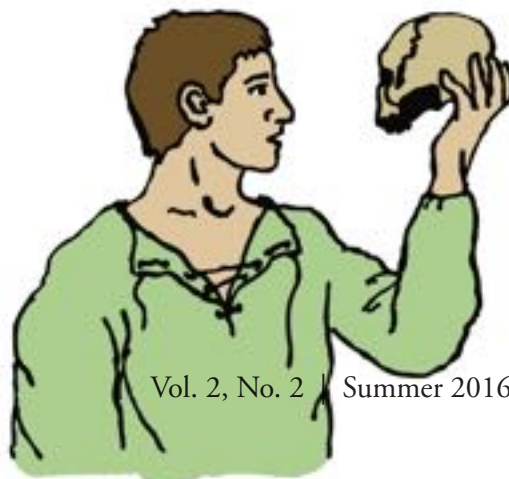
For example, two of the most valuable camps we experience here:

■ **THE IDAHO SHAKESPEARE FESTIVAL** drama camp, run by our region's award-winning Shakespeare company. The instructors are generally professional actors in the company.

■ **THE SUN VALLEY SUMMER SYMPHONY** week-long “music workshops,” aligned with a professional symphony in Sun Valley, Idaho. The instructors and guest instructors are generally professional musicians.

Both are run by professionals passionate about their craft. And in each case the hours of daily work culminate in improved skills, excellent productions for the audiences, and the most fond memories of the entire summer.

You can probably find them in your state, too! ■■





**RICH ACADEMIC TRADITION. AMAZING VALUE.
CHRIST-CENTERED LEARNING COMMUNITY.**

**A CORD OF
THREE STRANDS
IS NOT EASILY BROKEN**
Ecclesiastes 4:12

Our promise is not unlike that biblical cord of three strands. For nearly 140 years, Grove City College remains unsurpassed in the strength of its intellectual and spiritual community.

FAST FACTS

- 2,500 students from 42 states across 50 majors
- Beautiful residential campus one hour north of Pittsburgh
- Male/Female ratio 50/50
- Student/Faculty ratio 15:1
- Average GPA 3.71 / SAT 1212 / ACT 27
- Scholarship, research and internship opportunities
- 19 NCAA Division III sports; extensive intramural programs
- Marching band, orchestra, touring choir, ensembles
- 95% job placement or graduate school within six months

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
– *Money Magazine*

Smartest Liberal Arts Colleges in America
– *Business Insider*

2015 Christian College of Distinction

2015 Pennsylvania College of Distinction



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The beginning of poetry.

It's summer! Remember this sky when you're inside reading poetry on a snowy day next December.

Veritas School, Newberg, OR
Photographer: Myah McNeill, Glo Photography, glophotography.com

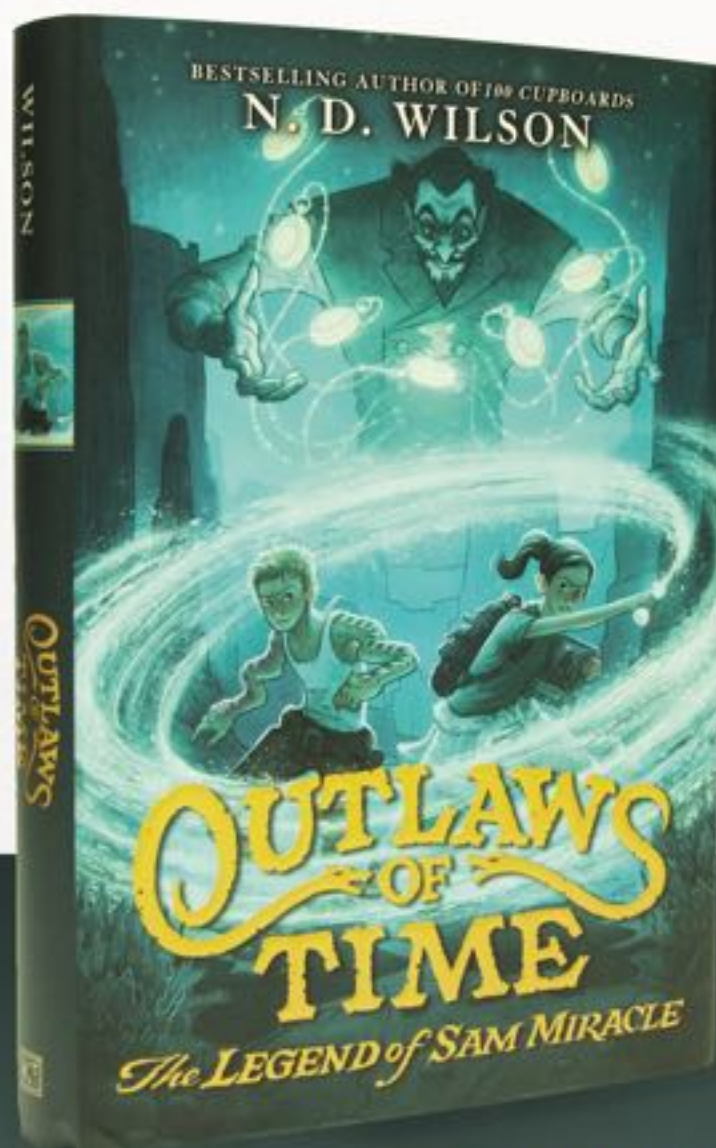
Point. Shoot.



Capture a student moment and share it at www.ClassicalDifference.com/submissions. Yours might just be the last face people see in our next issue.

Best-Selling Author and ACCS Alumnus

ROBBING THE CLASSICS SINCE 2005



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N.D. WILSON

"Our sad, dark and decaying culture needs more salt,
light and joy from such authors as N. D. Wilson. He
reminds me of a young Chesterton."

— Eric Metaxas

