

THE CLASSICAL

VOLUME 3, NUMBER 3 | FALL 2017

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MEET TOLKIEN'S EAGLES

A GREAT GATHERING
IN PITTSBURGH p. 12

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- ≡ **Knighted!** p. 6
- ≡ **From *American Idol* to
The Gray Havens** p. 18
- ≡ ***Arrival*: Language as the
Mother of Invention** p. 34

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Where the Good Way Is

Classical education can do today what it has done before



Trinitas Christian School, Pensacola, FL

A friend who attends Oxford University reports that the Christian scholarly publication *First Things* has been moved to

a rack at the library designated as “hate speech.” Already in 2017, we’ve seen numerous incidents like the student riot at Middlebury College where a conservative scholar, Charles Murray, from the American Enterprise Institute, was invited to speak. The sponsoring professor was taken to the hospital with an injury, and Murray barely made it away in his battered vehicle. YouTube has censored sensible arguments by conservative Dennis Prager on abortion, Israel, Islam, and America. “Trigger Warnings” on campuses allow students to report any speech that makes them fearful. Twenty years ago,

these moves would have been politically outrageous, even among liberals. Today, these reports are wallpaper. And Christians are increasingly the target.

Christians, it seems, are “haters.” As Rod Dreher put it in his new book, *The Benedict Option*, “Christians who hold to the biblical teaching about sex and marriage have the same status in culture, and increasingly in law, as racists.” Just as Stalin labeled twenty million political dissenters as “psychotic,” which landed them in mental institutions and then re-education camps (gulags), the label becomes reality. Mark Lilla, a professor at Columbia University, was called a racist and linked to the KKK after he wrote on identity politics in *The New York Times*. His response to his detractors: that’s a slur, not an argument. But today, slurs are the currency of

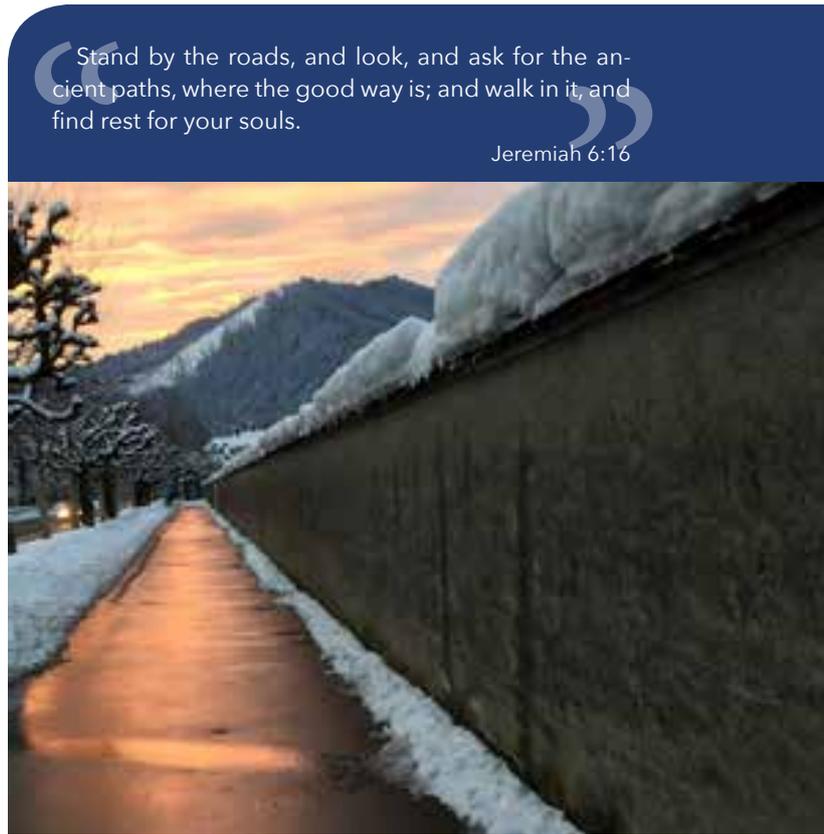
But today, slurs
are the currency of
public discourse.

public discourse. And labels are only the first step. Censorship and economic persecution inevitably ensue.

A refugee-immigrant friend of mine who suffered under the persecution of Christians in the Ukraine tells me how his family was forced to support itself on a very small acreage under the communists. His uncles made a makeshift tractor from truck parts at a junkyard. The Soviets promptly confiscated it. By the 1980s when this event occurred, the communists knew that economic, educational, and speech-related persecution would do what the gulags could not. Today, seventy-year-old florists, small Christian wedding chapels, and mom-and-pop bakeries are the economic canaries in the cultural mine—and it's happening here in America. The BDS (Boycott, Divest, and Sanction) movement on the left is targeted to shame and economically ruin anyone unwilling to tow the leftist line. As mega-corporations become social engineers, companies like Google charge more if you're a Christian rather than a secular non-profit. It seems we're in the stage of labels and soft, but hardening, persecution.

For Christians, we have a more concerning problem. 36% of millennials now have no religious affiliation, up from just 17% of baby boomers. Protestant Christianity has declined from 52% of the population to 30% over the progressive time-period. Our youth are turning their backs on God as they literally turn their backs on the speakers at colleges. Why? Because we are bringing up children who do not have the skills to engage in intellectual discourse, who believe only in themselves, and whose deepest theological thought originates in their own mind. And, their minds are not sharpened or formed by scripture, or historic Christian thought. In fact, historic texts are so "hateful" they are off limits. Even most of the ugly rhetoric of the left has been replaced by no rhetoric at all—just shame for anyone who dares to think Christianly.

Reversing this trend requires more than evangelical outreach, missionaries, a clever Sunday school teacher, or a cool youth leader. Cultural flows are too powerful for well-intentioned, obvious, and easy fixes. We cannot heal this wound lightly (Jer. 6:14). If the Christian school separates the truth and beauty of Christ from our understanding of the world He has made, we will create a ghetto culture where students graduate with a "Bible" category



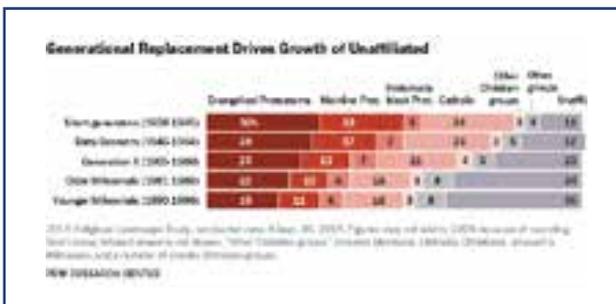
Stand by the roads, and look, and ask for the ancient paths, where the good way is; and walk in it, and find rest for your souls.

Jeremiah 6:16

and an "other stuff" category embedded deep in their souls. Once an egg is separated, it's easy to throw out the yolk.

But there is good and beautiful rhetoric. Amid the rapidly shifting culture, we Christians have an opportunity. John Chrysostom was a fourth-century Christian nicknamed "The Golden Mouth" for his ability to speak beautiful truth into the ugliness of Roman barbarism. He, like his contemporaries St. Augustine and St. Ambrose, was classically and theologically educated. This training in wisdom sustained their voices above the screeching dissent. It is time for classical Christian education to help Christendom reclaim this tradition. We seek truth, goodness, and beauty. And, we cultivate hearts and minds who love these things, and their neighbors. Watch just a few seconds of the ugly chants at Middlebury College on YouTube. Then, take a few minutes to watch a speech or two by students at classical Christian schools (our Chrysostom Award winners). We have a rare opportunity to raise a generation that can effectively speak into the darkness. ■■

Once an egg is separated, it's easy to throw out the yolk.



Listen to our Chrysostom winners at ClassicalDifference.com/chrysostom.

DAVID GOODWIN is the President of the Association of Classical Christian Schools. www.ClassicalChristian.org

CLASSICAL NEWS



KNIGHTED!

Twice each year, Queen Elizabeth selects individuals

to receive various honors, one of the highest being that of knighthood.

On June 11, 2017, Keith Getty was knighted. According to the UK government website, "This is awarded for having a major contribution in any activity, usually at national level. Other people working in the nominee's area will see their contribution

as inspirational and significant, requiring commitment over a long period of time."

Called "modern day hymn writers," Keith and Kristyn Getty have a strong sense of connection to the classical Christian movement. They wrote the most popular English hymn, "In Christ Alone," have recorded multiple albums, and travel around the world performing and proclaiming the gospel. Their concert in 2016 was a highlight of the ACCS's Repairing the Ruins Conference.

Congratulations!



Read more at ClassicalDifference.com/and-can-it-be-new-hymns/ or simply search "getty." You can also find links to their website and the UK Honors descriptions at ClassicalDifference.com/2017-fall.

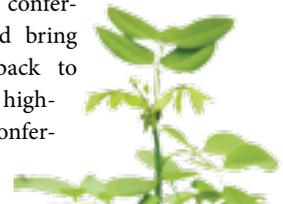


Trinitas Christian School, Pensacola, FL

REPAIRING *the* RUINS

BE CHALLENGED.
BE ENCOURAGED.

Teachers and staff from around the country attend the ACCS annual "Repairing the Ruins" conference each year, and bring their experiences back to your children. See highlights of this year's conference on page 24.



NEW ACCS MEMBER SCHOOLS

- **BIG SPRING CLASSICAL ACADEMY**, Big Spring, TX
- **MIRUS ACADEMY**, Southwest Harbor, ME
- **NEW LIFE CHRISTIAN SCHOOL**, Ephrata, WA
- **FAITH CHRISTIAN SCHOOL**, Port St. Joe, FL
- **BRANDYWINE CLASSICAL ACADEMY**, Chadds Ford, PA
- **ABIDING SAVIOR ACADEMY**, Sioux Falls, SD
- **HERITAGE CHRISTIAN ACADEMY OF NORTH IDAHO**, Spirit Lake, ID
- **ST. STEPHEN'S CHURCH**, Sewickley, PA
- **MESQUITE CHRISTIAN ACADEMY**, Mesquite, NV
- **TRIUNO CLASSICAL CHRISTIAN SCHOOL**, São Luís, Brazil
- **MESSIAH LUTHERAN CLASSICAL ACADEMY**, Keller, TX

Submissions

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

[Set Apart section continues on page 11 ...]

Century Watch

This year in history: 1917



PRAGMATISM, LAW, AND THE UNLIMITED POWER OF PURPOSE

In 1917, the Progressive Era (c. 1880 to 1930) was in full swing. Pragmatism, the belief that effectiveness determines value, was gaining influence as the government's role in daily life expanded. Education, as arguably the most powerful means of societal control, naturally went all in. Today, classical Christian schools offer a striking deviation from the Progressive Era path taken by American public education.

PRAGMATISM AND THE SCHOOL

In the educational overhaul of the Progressive Era, pragmatists intentionally turned away from the age-old belief in the inherent value of the human soul—the *Imago Dei*. If the *Imago Dei* imparts value to the human soul, pragmatism is the ultimate dehumanizer.

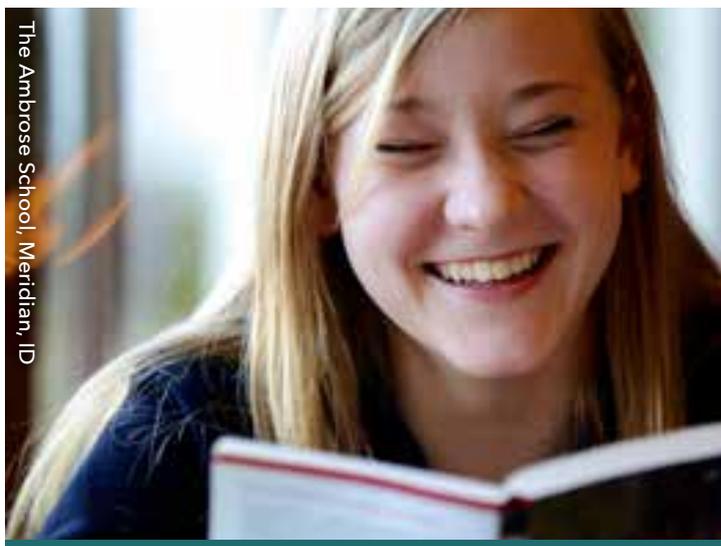
Laws like the Smith-Hughes Act of 1917 reflected the progressive mindset. On the surface, the act was simply a way for kids to learn more practical skills. Underneath, its core belief was that people's value is their

The object of education is to teach us to love what is beautiful.

— Plato

[Continues on page 8 ...]

DIY Parenting



THE NEXT BEST THING

“I wish I could go back to school!” It’s a common lament from parents of classical Christian school students. While we can’t do much to reverse time, we can offer suggestions.

Increasingly, we’re hearing that parents have found a way to bridge this gap, with the added bonus of engaging in their kids’ daily lives.

It’s simple. Get your students’ reading lists, and read the books. Most schools supply the list of books each grade will be reading during the year. Since you don’t need the exact same copy as your student, you can easily find used versions on Amazon, Barnes and Noble, or Alibris. Some might be available in the public domain using sources like Project Gutenberg. If you plan ahead, you might be able to use your student’s copy before it goes to school.

Ask your kids what they discussed in class, and what they think. Having some common ground makes conversation easier. You might even be able to help with studying or projects. Some parents ignite discussion by playing “devil’s advocate” with the ideas in the books—something difficult to do unless you’ve read the material. And if all you can pry from your students is the short answer, at least you’ll have a window into part of their day.

It might not be like going back to school, but according to some parents, it’s the next best thing. ■■

Get your students’ reading lists, and read the books.

[... Continued from page 7]

productivity and their contribution to society. It differentiated between those who deserved a “higher” education and those who only needed to be taught a skill. In either case, the goal was effectiveness, not formation.

During this same year, in 1917, the Lincoln School, a progressive laboratory school (described in the previous issue), was founded. John Dewey, often called the father of modern American education, spearheaded the school’s educational remodel and helped summarize progressive ideals.

*There is no god and there is no soul. Hence, there is no need for the props of traditional religion. With dogma and creed excluded, then immutable truth is dead and buried. There is no room for fixed and natural law or permanent moral absolutes.*¹

These and other events indicate a marked shift from the classical education model—and the belief in a higher purpose—that had been in place for hundreds of years in Western civilizations.



Winning family of a Fitter Family contest stand outside of the Eugenics Building at the Kansas Free Fair, Topeka, KS, 1929.⁴

EUGENICS AND OTHER SURPRISING LAWS

Surprising laws are passed when higher purposes are traded for lower ones—when the *Imago Dei* is replaced by data-driven value. If you doubt the power of belief systems to quickly change the course of society, these Progressive Era laws might change your mind.

Eugenics

The Eugenics movement began in earnest around 1880 and was significant during the Progressive Era. Think “selective breeding,” “forced sterilization,” and “The Talented Tenth.”

While many eugenics-based laws and organizations were created during this time, here are some highlights. The first state to introduce a compulsory sterilization bill was Michigan in 1897. The American Breeder’s Association was the first eugenic body in

“Yet among the mature we do impart wisdom, although it is not a wisdom of this age or of the rulers of this age, who are doomed to pass away.”

—1 Corinthians 2: 6

the U.S., established in 1906. Indiana enacted the first compulsory (forced) sterilization legislation in 1907. The Eugenics Record Office (ERO) was founded in Cold Spring Harbor, New York, in 1911. An IQ of 70 or lower meant sterilization was appropriate in North Carolina, where social workers had the power to designate people for sterilization.^{2,3} Most of these laws were eventually overturned.

Educational Control

In 1922, The Oregon Compulsory Education Act was passed. The law required all school age children to attend only public schools. Sending your children to a private school became a criminal act. This law was eventually overturned.

The Sixteenth Amendment

In 1913, the Sixteenth Amendment was passed. Congress, for the first time in American history, was given the power to tax income and the IRS was born. It is significant that federal involvement in education began shortly thereafter with laws like the Smith-Hughes Act.

THE POWER OF PURPOSE

During the Progressive Era, education became about training citizens to be productive and to do their part to keep society functioning smoothly. Too often, the word “education” today seems to mean little more than data, skills, and bubble tests.

The classical side of the educational coin is much more hopeful—because education is the unique endeavor of eternal souls of infinite value created in the image of God for joy. Truth, goodness, and beauty are for everyone. ❖

THE SMITH-HUGHES ACT WAS SIGNED INTO LAW ON FEBRUARY 23, 1917.

Historians have noted the unintended consequences of the Smith-Hughes Act and related laws, particularly ... *in schools that had previously embraced the ideal of a single common education for all. ... The programs helped to spread the ideology of “vocationalism,” the view that curriculum should be guided by economic priorities and values.*⁵



Visit ClassicalDifference.com/2017-fall for links to references, the full Smith-Hughes Act, and more information about John Dewey.

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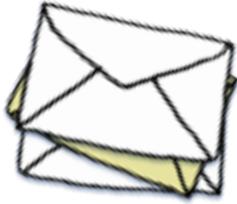
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LETTERS & NOTES

Greetings from The King's College in NYC!

It was an honor to be with you during the ACCS conference in Pittsburgh last week. Thank you for your warm welcome. I felt I was part of a

community of leaders who are collectively doing something significant for the Kingdom of God.

It was a pleasure meeting so many of you and I was encouraged by your support of what we are doing in NYC. Please know that The King's College would love for you to visit if you are ever in New York. We are located in downtown Manhattan between Trinity Church and

the New York Stock Exchange. Several of you expressed interest in having me speak at your school, and I would love to be there if my schedule allows. To explore times, please connect at president@tkc.edu.

We welcome your students to consider applying to The King's College as we seek to make a difference for Christ in strategic institutions. Here at King's, we believe in classical education and have a core curriculum based on Oxford University's PPE (Politics, Philosophy, and Economics) model. We believe that students who read and study the classics, through the lens of a Christian worldview, become leaders who can think and lead well.

Again, we feel solidarity with what you are doing, and we commit to extend your philosophy of education at the collegiate level here in NYC.

All joy and courage,

GREGORY ALAN THORNBURY, PH.D., PRESIDENT



The King's College
56 Broadway, New York, NY 10004
June 28, 2017



Raising Deep Thinkers and Tomorrow's Leaders in a Tweet-Filled World

We had arrived in DC as the political machine was gearing up. After being somewhat isolated from the 24/7 news stream and happily living without smart phones while overseas for four years, it was a bit of a shock ... the tweets, the posts, the quick quips that could or could not mean something of substance.

During that same transition, we took a step back in time as our boys began attending Immanuel Lutheran School (ILS). The quaint red brick building was cozy and welcoming, a stark contrast to what was happening a few miles down the road in DC. The faculty introduced our family to the classical education model, a classroom environment virtually free from the buzz of electronics, and a school rich in teachers ready to nurture our children's minds, hearts, and bodies.

To be honest, our foray into classical education was a bit of a happy accident. There were several Christian school options nearby, but

something about the description of classical education with its focus on wisdom, eloquence, and virtue drove us to explore more. We started with a phone call to the headmaster's assistant, then followed with a visit. We were excited by the school's



commitment to using enduring educational principles, and its freedom from following the latest trends in teaching and testing.

Quite the paradox ... on one hand, we were bombarded with candidates and media personalities speedily throwing out zingers in 140 characters or less, with content that, arguably, may have benefitted from a slower reaction time. On the other hand, our children were being taught to find beauty in all subjects from math equations to music. I wondered what the classical philosophers might think about our tweet-filled world. Has our world become so driven by instant gratification and “likes” that we risk losing the ability to teach the next generation how to slow down and actu-

We believe that ILS and other classical Christian schools like it are building tomorrow’s leaders.

ally think? Where does the concept of finding beauty in all aspects of life come into our hyper-competitive, fast-paced world?

As we prepare to move yet again, we can clearly see what a school like ILS has done for our children. They were consistently

engaged and excited to learn about everything from simple machines to Zulu warriors, with a daily focus on living strong Christian values. They continuously asked engaging questions about the whys and hows of the candidates’ campaign promises. As we depart next week, I am only sorry that we will not get to see our boys move beyond the grammar phase and into logic and rhetoric

with their friends at ILS.

We believe that ILS and other classical Christian schools like it are building tomorrow’s leaders—leaders who are uniquely suited to bring Christian values to the forefront and have the tools required to master any subject. They will be well prepared to succeed in influential positions and diverse careers. We believe that supporting these classical schools now will have incredible returns for our nation in the future.



Immanuel Lutheran School, Alexandria, VA

CHRIS AND JEN MULDER

Parents, Immanuel Lutheran School
Alexandria, VA
June 25, 2017 ■■

[... Continued from page 6]

SUPPLY AND DEMAND



If economics are to be trusted, the demand for classical Christian schools continues to grow faster than the supply of staff. Currently on the job board for the ACCS, there are 212 jobs available at member schools, in every area from teaching to fundraising.

If your kids are interested in working at a classical school, send them to the nearest college offering classical studies as quickly as possible.

ACCS PRESIDENT DAVID GOODWIN SPEAKS AT NAUMS



David Goodwin spoke at The National Association of University Model Schools (NAUMS), delivering a message on the history, vision, and benefits of classical Christian education and participating in Q & A sessions with other educational leaders.

According to the NAUMS website (<http://umsi.org/>) nearly one half of all University Model schools in the United States identify themselves in some form with the classical educational community.

A University-Model® school is a Christian, college-preparatory school which blends aspects of private and home schooling. Students

meet on campus two or three days per week, and complete lessons at home on alternate days under the direction of professional teachers, with parents serving as co-teachers.



I HAVE MET TOLKIEN'S EAGLES

We have loved being in Pittsburgh, but we would have come even if the Conference was in Newark,

New Jersey. Where were we? We have been meeting with the Association of Classical Christian Schools and if you lack hope, know hope. All my life I have wanted to bring the best possible education to everyone.

I have always hated the fact that the rest of us never got the education that elites could take for granted. My job has been academic innovation, but too often students have been left with debt or unable to afford a high-quality classical education.

All over America, however imperfectly, hundreds of teachers, patrons, and scholars have been creating different schools. These classical schools produce students who read well, write well, and are good thinkers. They are imperfect, but they do

not have an entitlement mentality and are often overly concerned about what they know they do not know!

If you feel like Frodo taking the ring toward Mount Doom with only your faithful Sam, take joy. There are hundreds who work on Latin, Greek, modern languages, science, and philosophy who have not yet bowed to administrative creep. These are teachers. If there are still weaknesses in the social sciences or methodology, these folks will listen. They are children of the dialectic.

What does this mean for you?

Look for these graduates of classical high schools. Promote their careers. Consider a scholarship at your church to send them to excellent college programs that will continue to reinforce their education.

There are two billion global Christians

and the number is growing. Secularism is globally shrinking. Here in the United States, it is at war within itself as the “new” atheists (mostly white men my age) battle with the millennial post-modern secularists. Because they unite when

All my life I have wanted to bring the best possible education to everyone.

they see us, we sometimes miss the massive breakdown in a community that is already small.

Meanwhile, Islam has yet to make peace with modernity and science, though it

“Christianity is the key that fits the lock of the universe.”
—NANCY PEARCEY, *Total Truth: Liberating Christianity from Its Cultural Captivity*

continues to grow. Emerging nations such as India, Nigeria, and the wealthy city-state of Singapore are accepting “Western” values while rejecting much of the sexual devolution of the twenty-first century.

These are fascinating times. In the words of my colleague, The King’s College President Greg Thornbury, this is not the time to be “sad sacks.” This is not the time to hide in an Idaho compound eating our stored food. First, compounds end badly. Second, Idaho does not want us because we would take the culture with us there.

We should stop and realize that every year in alternative classical schools with no hint of fundamentalism, we are graduating hundreds of students with the very skills that leaders need just now.

We are part of the culture that we decry.

It is easy to see what is wrong, but more difficult to seize opportunity in a time of change. Instead, we should stop and realize that every year in alternative classical schools with no hint of fundamentalism, we are graduating hundreds of students with the very skills that leaders need just now.

When asked why I am jolly, it is for this reason: when it comes time to discuss Plato dialectically, a task that would not seem to require Christian faith, I find the room full of Christians. If Shakespeare is being performed in your city, the audience will be full of Christians. If you meet someone from Nigeria, India, or even secular Singapore, they will have values closer to U.S. Christians on the hot-button issues of our day and will often be Christians.

This is good. We may be in difficult times, but difficult times are an opportunity. In *The Hobbit* and *Lord of the Rings*, the eagles appear and, combined with a miracle or two, bring victory. I have met

the eagles, the classical educators in Pittsburgh this week, and I know a God who does miracles.

Be of good cheer. ■■

DR. JOHN MARK N. REYNOLDS is the president of The Saint Constantine School in Houston, TX, Senior Fellow of Humanities at The King’s College, New York City, and a Fellow of the Center for Science and Culture at The Discovery Institute. He is the former provost of Houston Baptist University and was the founder

and director of the Torrey Honors Institute at Biola University. He is currently chief academic officer at Houston Baptist University. His books include *Three Views on the Creation and Evolution Debate* with J.P. Moreland, *Against All Gods: What’s Right and Wrong about the New Atheism* with Phillip E. Johnson, and most recently, *When Athens Met Jerusalem: An Introduction to Classical and Christian Thought*.

ORIGINALLY PUBLISHED AT: <http://www.patheos.com/blogs/eidos/2017/06/met-tolk-ians-eagles/>. June 22, 2017.



Trinitas Christian School,
Pensacola, FL

ευρηκα

(eureka) = I Found It!

Archimedes' famous exclamation applies to my own discovery as well.

I am often asked, “So what made you decide to study Latin and Greek?” I smile, knowing the answer is not what one might expect.

The answer to that oft-asked question is that my mother made me do it. The greater truth is that God made it happen. One day my sixth grade teacher passed out choice sheets for selecting our upcoming junior high courses. My friends and I were excited—it was a new privilege to choose classes. I was most excited about the opportunity to study a foreign language, specifically French.

At that time, I was almost certain I would become a ballerina. French would be useful for all the terminology of dance steps and routines, besides being a beautiful language. I chose German as my second alternate because my grandfather was German and had been able to speak the language. For my third alternate, the last two options were Spanish and Latin. My mother insisted that I study at least a few years of Latin. Both of my parents had studied it in high school and as a teacher herself she saw numerous benefits. I wasn't convinced. Latin equaled dull and dreary. However, I decided to humor my mother just enough to list Lat-

in as #3. Since it was my third choice it wouldn't happen anyway.

The school lost my form, or perhaps more rightly, Divine Providence sent it elsewhere. Two weeks before school began I was asked to fill out the form again. On the first day of school I found myself sitting in Latin class. The teacher, a sweet lady who always wore a smile, asked the class on the very first day who was taking Latin because their mother made them. I, miserable and unhappy, raised my hand. She encouraged us to give Latin a chance. We just might like it.

Over the next two years my fascination with this ancient language and the people who spoke it grew. Lacking a classical education, I had never studied anything about Rome. Here was an ancient civilization with incredible art and architecture, and amazing engineering! It occurred to me that by learning this language I



Visit Karen's blog at LatinAliveOnline.com. A wonderfully fun way to spend several hours, you will discover how everything from Marvel movie heroes, to Texas history, to recent archeological discoveries, somehow all come back to Latin.

might one day read firsthand historical accounts. My natural love of history was captivated. Besides, I didn't really need to speak French fluently to understand ballet terms. There would be time for that later. In the meantime, Latin wasn't so bad. To my astonishment, my teacher was right.

I continued Latin studies in high school. It was there I met Susan Fugate, my mentor and the reason I became a Latin teacher. She demanded excellence and encouraged us to press on through the tough final lessons in grammar—subjunctive clauses (which made us all want to quit Latin class)—so we could enjoy reading the literature on the other side.

The most remarkable aspect of Mrs. Fugate's class, and the reason I became a classicist, was the manner in which she brought the literature to life. I distinctly remember a class in which we read a poem by Catullus about his little bean-pod boat. She brought in a large bowl of water and some snap peas so we could make little boats and float them in the water to better understand the poet's references. On other occasions poems became the basis of philosophical discussion as we mined the depths of the poet's soul as revealed through the choice and arrangement of his words. Words became powerful, beautiful things.

As I began to study Latin literature under her guidance I found that it was more than merely a study in language, it was a course

in world knowledge. I studied history, poetry, philosophy, art, theatre—all in the original language. The poetry in particular was amazing—incredibly beautiful. My mind soared. I had often thought of becoming a teacher one day, but could never decide on a subject. I now realized that through Latin I could study and teach them all. This was my Archimedes moment. What I had found was pure gold.

I could never decide on a subject. I now realized that through Latin I could study and teach them all.

I went on to study both Latin and Greek at the University of Texas at Austin. Soon I was teaching Latin to wonderful third grade students at Regents School of Austin. Here children were engaging in classical history and classical language with delight. This was my

introduction to classical Christian education—and I loved it!

When our eldest came of school age I knew I wanted a classical Christian education for him. But Regents was more than an hour away, and I had no idea where to begin with school searching or homeschool planning. Driving down the road I prayed out loud, "I need a Regents in Georgetown."

The next day, as I watched my son at soccer practice, I asked the coach's wife, Jennifer, where her kids went to school. When she responded that she had found a wonderful new classical school in the area, my jaw dropped. When I mentioned that I was looking for a classical school and had taught Latin at Regents, her jaw dropped. "On Monday we had a school meeting,"

In case you're wondering what's on the front of their t-shirts:

- cave canem = beware of the dog (common inscription on mosaics in Rome)
- dum spiro spero = while I breathe, I hope (Cicero)
- vis tecum sit = may the force be with you (Kenobi)
- γνωθι σαυτον = know thyself (oracle of Delphi)
- εν αρχη ην ο λογος = in the beginning was the word (John 1:1)
- τεκνον, η ταυταν η επι ταυτας = son, come back with your shield or on it (Spartan saying)
- σκηνη πας ο βιος = all of life is a stage (Greek proverb quoted by Shakespeare)

Sadly, we do not offer these for sale, but feel free to contact Karen on her blog if you have questions. You can also see the full list of quotes and translations while you're there.

Designed by our Greek and Latin students, the back of the shirt says, "It's all either Greek or Latin to me." Except it looks like this: Μοι ομνε η Ηελλην αυ Latinum εστιν!





My AP Latin class reads the opening chapter of the *Gallic Wars* in which Caesar describes the geography of Gaul. The reference map is entirely in Latin, so we can follow the map easily while reading the original Latin text.

she explained. “We prayed for a Latin teacher because ours is leaving.” We both had goosebumps.

The best gift Latin has given me, and the one I never could have foreseen, was the path that led to a Christ-centered and classical education for my children. The opportunity to learn alongside them for the past sixteen years at Grace Academy has been priceless, for when you enroll a child at one of these

schools you enroll a whole family. It has been a joy to read the Great Books with them—to watch them grow in their understanding of the world around them, their appreciation for true beauty, and their desire to know God’s truth more deeply. ■

KAREN MOORE is upper school lead teacher at Grace Academy in Georgetown, TX. She has been teaching Latin, along with Greek and ancient humanities, for sixteen years. She will join Tim Griffith of New St. Andrews College for a Latin practicum as part of the 2018 ACCS Repairing the Ruins pre-conference on June 20 in Dallas, TX.

My favorite (teacher) things

I relish the opportunity to demonstrate connections between Latin and our modern world. Some of my favorite lessons include nature and art. With younger students, I have taught the Latin/botanical names of native plants and used them on Latin nature walks.

As the students advance in their studies the nature lessons become Latin compositions regarding natural geography written in a manner similar to Caesar’s *Gallic Wars* or the *Latin Letter* of Christopher Columbus. I bring in the great masterpieces of the Renaissance inspired by Virgil’s *Aeneid* and Ovid’s *Metamorphoses* to discuss how the artist interpreted the poem. Often the class then creates their own artwork based on a selected scene of Latin poetry. As the students begin to look at Latin through these various disciplines they cease to see Latin as a dead end. The language becomes a living vessel ready to take them further along whatever streams of study and thought they wish to pursue.

There’s no such thing as an accurate translation

Often people ask about the benefit of reading Virgil or Cicero in Latin when all their works have been published in English. Here is a thought to help gain some perspective. Can you imagine reading Shakespeare’s plays in German? Germans would be able to understand what the great bard was saying, but the beauty of the work as well as some nuanced meanings would be almost entirely lost in a German translation. People of other nationalities learn English to better appreciate Shakespeare and benefit from his literary style. In much the same way, we can better appreciate the masterful work of Virgil’s poetry and Cicero’s prose by reading these masters in their own language in the very manner they chose to compose their great works.

For more on this topic, see “Arrival” on page 34.



Providence Classical Christian Academy,
St. Louis, MO

The Reality of the Game

Win from the bleachers

John Wooden was adamant that you should never be able to tell if his team won or lost based on the emotions of his players. Win by 20 or lose by 20, how the players conducted themselves should be the same. As spectators, we can learn a lot from this principle.

When we conduct ourselves with self-control and grace in a tough loss, our light shines bright. When we win with arrogance, we've given people what they expect to see. When we win with humility, we've given people a reason to ask, "What's different?"

The root of all of this is a matter of our prideful hearts—for fans, coaches, and players alike. We believe we've been wronged and demand justice when an official makes a bad call. When a play is called that doesn't work, we rip the coach from the stands for not being as smart as we are. Either way, we place ourselves in a position that God has not called us to—we're not the coach, or the official.

I've learned a lot over the years watching myself as a coach, dad, and fan. I wish I could say that I've done it all right. I still let my emotions get the best of me. But, I've improved over the years in this area due to two main factors—intentionality and accountability.

By intentionality I mean a concerted effort to recognize we struggle in being Christian fans. Pray through this before each game and ask the Lord to give us His eyes and heart on this topic, and then intend to be a great witness at the next game. On game day, pray and ask our spouses and/or our friends to hold us accountable. Peer accountability takes humility. But, if an onsite game administrator has to call us out, we're probably going to be humbled anyway. And at that point, regardless of the score, we've lost the reality of the "game."

As a community of Christ followers, our classical Christian school communities should encourage the true, good, and beautiful in sport. An accountable community where we can tap the dad (or mom) next to us in the stands and say "calm down" is a strong and vibrant community. We should be able to remind ourselves to keep the big thing the big thing and not be offended.

"Whoever guards his mouth preserves his life; he who opens wide his lips comes to ruin" (Proverbs 13:3). We can't get back words that have left our mouths. Think of the power of our testimony, the saltiness and light of our being, if folks were to hear only positive comments and encouragement in athletic contests. Or at minimum, an air of self-control when things don't go our way. That is a monumental goal, but one worthy of our calling as believers. ■■

BECK BRYDON is the director of athletics for Regents School of Austin in Austin, Texas, a position he has held for 11 years. Coach Brydon has also been the school's varsity head football coach for 16 years and led the varsity golf team for three years.



Veritas Christian School, Lawrence, KS

THE GRAY HAVENS

THE QUICKEST
ROUTE FROM THE
HEAD TO THE HEART
IS A STORY.

—DAVE RADFORD,
CREATOR OF THE GRAY HAVENS



Radford and his wife, Licia, emerged together from varying musical pasts to settle on one clear mission—use the power of music combined with story to spread the gospel. It was a niche few were filling. With musical inspiration from storytellers like Paul Simon and Cat Stevens,

perhaps The Gray Havens will become the Simon and Garfunkel of the Truth, spreading the gospel without saying so, and reaching the heart because, at the end of the day, we're all part of the same story.

We met them at the 2017 ACCS Repairing the Ruins Conference. Their music resonated with many of us there, in part because it's so good, and in part because the power of story is a principle central to classical Christian education—a fact long acknowledged by educators and parents throughout the ages. We asked Dave to tell us their story.

Re-imagining

The Gray Havens released their debut EP in 2013 and their first album, *Fire and Stone*, in 2015. Their newest creation, *Ghost of a King*, debuted at #3 on the iTunes singer-songwriter charts. And their upcoming album promises to deliver more of what their fans are coming to love.

Q Do you intentionally make all your songs narratives, or does that flow naturally from the way you view things?

A We say that we want to awaken wonder and joy for the Lord and his glory through song. And there's something inexplicable about story that connects the head to the heart.

Joe Rigney said, "We are en-storied beings." You can tell this culture and this world is story obsessed. Just look at the box offices. Music on its own, even without the story bit, transcends time and culture; when you have both together, I think it makes for a powerful combination.

Q You said at your concert that the inspiration for *Silver* was the conversation between Tolkien and Lewis where they talked about myth becoming real. Could you tell us a little more?

A Lewis called myths "lies breathed through silver," really beautiful but deceptive. At that time in his life, Lewis believed Christianity was that kind of myth. [This conversation between J.R.R. Tolkien, C.S. Lewis, and Hugo Dyson took place on September 19, 1931, at Magdalen College, Oxford.]

This song is about people who grow up in a silver land surrounded by deceit and confusion over what's true, including the songs that are played there. One day they hear a different song across the silver waves, and they set sail to go find it. When they are confronted with the true song (or confronted with Christ) it melts all the silver away and they are able to see things as they really are.

Q Can you tell us about other songs that have a unique point of inspiration?

A I did a couple songs on the last record about the new birth—*Ghost of a King* and *This My Soul*—grappling with John 3 about the concept "you must be born



again." That's why you don't understand these things, he says to Nicodemus—you aren't born again. I did a lot of digging into what that means and the Holy Spirit's role in that. There is a lot there.

This My Soul in particular deals with two sides of the new birth: one side being the tragedy that it needs to exist at all and going through the fall, but the other more positive side being that what you're born

God is writing a true metanarrative, a master story, a grand drama that puts the director's cut of *The Lord of the Rings* to shame. And this A story—the history of redemption—contains B stories about nations and kingdoms ... C stories about tribes and villages, clans and families; D stories about ... giants and princesses and honour students and back-bench soccer players. ... Somewhere in there are stories about stars and their wars, about atoms and their bonding, about black holes and black sheep and, if Tolkien is to be believed, a hobbit or two.

—**JOE RIGNEY**, *Desiring God* contributor and professor at Bethlehem College & Seminary, author of *The Things Of Earth: Treasuring God By Enjoying His Gifts*

into is a living hope. There is a redemption ready, a rescue available.

Q When you were writing *This My Soul* and *Ghost of a King*, were you studying John 3 at the time?

A Yes, but I don't often premeditate what I'm going to write a song about. I'll start a song melody, I'll sing some kind of gibberish over it, and that usually develops into syntax (which is word flow). Out of that, the picture will emerge. Usually the theme of the song will be taken from a few words that just happen to flow nicely together.

Q So you create from the inside out?

A I do. Lewis, Tolkien, and other authors talk about the feeling of taking dictation—of being a vessel that receives words. They don't know where it comes from, you just have to be faithful in being there so that when it does come, whatever the IT is, you are there to document it.

Q Would it be safe to say you start off with the music?



A I find I need the music, and what is **nice** about music is it's restrictive. You only have so many syllables and the syllables have to follow the melody. You have this huge idea and you have to fit it into five syllables. It's like a huge puzzle with many moving pieces and you're trying to work it all together.

Q Do you use different kinds of instruments to achieve your sound?

A It's like painting on a canvas—trying to capture the song in a moment of time. We use whatever instruments work to paint this picture. Then once you take it from the studio to the stage you can reinterpret it with whatever is at your disposal.

Bring your stories
Paint them with me
Take my canvas
Fill this place with Music

My crazy ship of instruments and I
Will take you any time.

—THE GRAY HAVENS, *Music, They Call Me*

Defining the Sound

The Gray Havens doesn't have just one "sound." Their songs are unusually diverse.

it's so small. We did an orchestra tour with the last record. We went to different colleges and had 6 to 10 string players, and a full band, so there were ten to fifteen people on stage every night. We made it a bigger deal for that record.

Q What was the blue thing Licia was playing [at the ACCS conference]?

A Melodica. That's available to us on stage because

Growing Up

Dave believes his childhood set him on a musical path.

Q Have you always been a musician? Did you play instruments and write songs when you were young?

A I grew up listening to Paul Simon and James Taylor and Cat Stevens and Simon and Garfunkel—storytellers. My mom is a vocal and guitar teacher so music was a big part of life.

Q When did you start playing instruments?

A Second grade—playing piano. Middle school—jazz band, symphonic band, playing trumpet in marching band. High school—choir and musicals. It was an "all in" kind of thing for me.

Q When did you decide to be a music major?

A My choir director encouraged me. I was really in love with choir and choral music and so I thought I'd focus there. I was aware that it is a lot easier to try something when you're a single guy who can sleep on couches anywhere, as opposed to trying it later when you have a family.

American Idol

At age 17, the summer before his senior year, Dave travelled from Crystal Lake, Illinois, to Chicago to audition for American Idol. He made it into the top 10 men.

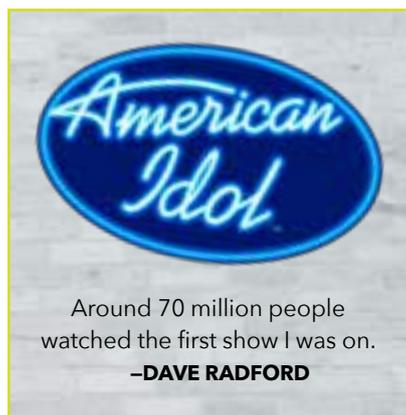
Q How did you end up on American Idol?

A I wasn't really interested in auditioning, but a talented friend of mine was persistent in convincing me because she didn't want to go alone. Because I was a

minor, I had to bring my mom, so we all three went and stood in line for 12 hours and did that whole thing. It kind of disenchanting me, being in LA and seeing the cutthroat sides of things.

Q Why did you become disenchanted?

A I had some of the spotlight for a little bit and I remember not liking it. I think around 70 million people watched the first show I was on, so when I got back to Chicago I had to do the whole “hats and sunglasses” thing. People were even starting to come and hang



Find out how Dave and Licia met at ClassicalDifference.com/GrayHavens.



You should date that guy on American Idol. He seems nice ...
-LICIA'S MOM

out at the airports. There was a huge shock of, “Oh man, I don’t want to live like that.”

It was a crazy process and I am thankful for it, but I’m so glad I got voted out before I had to sign a deal because I think I would have been pigeon-holed into singing Frank Sinatra stuff, which is what I was singing on the show.

Becoming a Duo

Dave and Licia (née Keyes) married in 2012. It wasn’t until quite late in their relationship that Dave discovered Licia’s ability to sing.

Q How did you start singing together?

A Once I heard her sing for real, as she was learning the guitar, I was floored. I just

hadn’t realised. So the wheels started turning a little bit. After we decided to get married it was a natural question. It’s wasn’t forced, it just made sense.

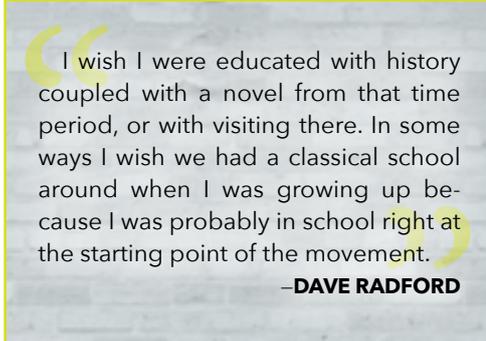
Q Do people ever comment that your voices seem to go very well together?

A Yes, a lot of people say that.

Q Did you have to work hard to make that happen?

A No, it just happened—a happy blessing. We do spend a good amount of time working on parts and to be honest in the

early days—the first couple of years—one of the most stressful parts of our marriage was rehearsals. My major was music education so trying to help her learn while



working through some insecurities—her questioning “am I called to this or not”—was a hard hill to get over.

Passing It On

Simon, Dave and Licia's two-year-old son, is beginning his musical career like so many before him—with plastic bins and drumsticks.

Q What will you do to train your own kids in music, if anything?

A Kids feel rhythm better when you tap their backs or part of their body like their

knee. So I found myself early on, when Simon was just a baby, listening to music and marking the beat on his back to give him a sense of rhythm. So he has really good rhythm now. (I have no idea if that contributed.)

The most important thing with young kids is having music in the home and sharing your love for it.

Q If there is one of your songs you would like your kids to remember you by, what would it be?

A Probably *Band of Gold* and *Train Station*. *Train Station* is the gospel. *Band of Gold* is about mom and dad staying together always.

“The true Christian is not just someone who believes certain things; he is someone who participates in a human-divine narrative: what many today refer to as a meta-narrative or overarching story into which all of our individual stories can be grafted and from which they derive their ultimate meaning.”

—**LOUIS MARKOS**, *On the Shoulders of Hobbits*, HBU Professor and Speaker at the 2017 ACCS Repairing the Ruins Conference



Visit ClassicalDifference.com/GrayHavens for links to blog interviews including more information about the American Idol experience, The Gray Havens website, albums on Amazon, and tour information.



Finding Purpose

Some music is for worship, some for entertainment. This music seeks, like Lewis' fiction, to tell the Christian story not just for believers, but for those who have never heard, or who have heard it so many times they've stopped listening (Jerram Barrs).

Q Your songs, while Christian, are not like worship songs where you hear the words "God" or "Jesus" or "Trinity." Do you ever hear complaints about this?

A Worship music is kind of a different genre. That's not our music. Andrew Stanton, writer [and director] of *Finding Nemo*, has a great Ted Talk about the magic of

giving your audience two plus two—don't give them four.

Your audience wants to put things together. They want to figure it. They want to do the work. They don't want to be spoon-fed the meaning—they want to think about it. I think two plus two is often more powerful than four.

Wrapping Up

Q Do you write all your music and lyrics?

A Yes. And a lot of times Licia will help me along the way as my editor. She's my sounding board, saying either "I love it" or "You can do better" or "I don't like it."

Q What is your most popular song so far?

A *Ghost of a King*.

Q Do you and Licia have a favorite song you've written?

A I think *Far Kingdom* and *Train Station* are probably both our favorites. ■■

Parents Speak



Just in Time for Back to School

I WISH I HAD MORE TIME TO READ ...

... ROD DREHER

I am a college-educated American. In all my years of formal schooling, I never read Plato or Aristotle, Homer or Virgil. I knew nothing of Greek and Roman history and barely grasped the meaning of the Middle Ages. ... Nobody did this on purpose. Nobody tried to deprive me of my civilizational patrimony. But nobody felt any obligation to present it to me and my generation in an orderly, coherent fashion. Ideas have consequences—and so does their lack.

—*The Benedict Option: A Strategy for Christians in a Post-Christian Nation*

... G. K. CHESTERTON

About half the history now taught in schools and colleges is made windy and barren by the narrow notion of leaving out the theological theories... Historians seem to have completely forgotten two facts—first, that men act from ideas; and second, that it might, therefore, be as well to discover which ideas.

—*Illustrated London News*, May 13, 1911

... MARK TWAIN

Education: that which reveals to the wise, and conceals from the stupid, the vast limits of their knowledge.

... JACQUES BARZUN

Education in the United States is a passion and a paradox. Millions want it, and commend it, and are busy about it. At the same time they degrade it by trying to get it free of charge and free of work.

—Author of *From Dawn to Decadence*

Classical Composer Bingo

THE WINNERS OF THE DRAWING ARE...

- **Luke and Daniel Feezell**

Twin 3rd graders at Covenant Classical School, Fort Worth, TX (they are splitting their prize)

"Composer Bingo was an interesting thing to do on our road trip to Tennessee and Kentucky this summer."

- **Maggie Schoolcraft**

6th grader at Providence Classical Christian School, Oxford, GA

"I liked playing classical music BINGO because I didn't know who the composers were to some of my favorite pieces!"

They each receive a \$35 Amazon gift card. A completed Classical Composer Bingo Card with a parent's signature was submitted for each entry.



CONGRATULATIONS TO OUR WINNERS!

Holiday Mugs

(NOT THE KIND THAT HOLD COFFEE)



We are looking forward to the holiday edition (yes, it will be here before we know it!) SEND US YOUR FAVORITE HOLIDAY PHOTOS of school-related events. We would love to share some of them in the upcoming holiday issue.



Visit ClassicalDifference.com/photos.

ENCOURAGED *and* CHALLENGED

REPAIRING *the* RUINS 2017

Over 1000 teachers, administrators, parents, and friends and over 50 speakers from around the country gathered in Pittsburgh to be inspired, and to bring that inspiration home to your students.



Plan to join us next year ...

JUNE 20–23, 2018, IN DALLAS, TEXAS. Who knows what you'll learn, who you'll meet, and how you'll change?

SPEAKER HIGHLIGHTS



Called “America’s first hipster college president” by *The American Spectator*, **DR. GREGORY THORBURY** is working to align The King’s College with classical Christian education—while delivering engaging messages such as “Cain, Abel, and Kanye: The Gospel & Pop Culture.”



MATT WHITLING—father, principal, teacher, discipler—brings decades of experience to teach about everything from “Eternity in a Span” to “School Culture” to “Covenant Discipline.” His talks are perennial audience favorites.



Scholarship, humor, and imagination meet in **DR. LOUIS MARKOS**, professor and storyteller at Houston Baptist University. Haven’t read Dante yet (or just want more)? Start with “Yearning for What We Fear: Ground Rules of Dante’s Inferno.”



Listen to the messages of these three popular speakers at ClassicalDifference.com/conference.

GATHERINGS

New this year, attendees set up their own collaborative meetings to address specific topics and concerns. Here is a sample of just a few.

HIGH SCHOOL AND COLLEGE AGE GET-TOGETHER: Hopefully this will be an annual event, with pizza, dessert, and games.

Plan your own “get-together” at next year’s conference. Our new web-based tool takes only seconds to use, but you’ll have to wait until next year’s site is online.

THE CHALLENGES OF A SMALL SCHOOL: “This meeting allowed us to identify our most challenging issues and share the best kind of ideas. I came away knowing we are not alone, and together we can solve most of our problems. ‘All things are possible through Christ Jesus.’” This group plans to continue meeting periodically throughout the school year.

Larry Robinson, Headmaster, Haw River Christian Academy, Pittsboro, NC



UNIVERSITY SCHEDULED/HYBRID/COLLABORATIVE SCHOOLS: “We appreciated connecting with administrators who share the same challenges. ... One of the questions that all of us kept coming back to was, ‘How can we offer our students an excellent, Christ-centered education and keep it affordable for our families?’ I was personally encouraged to hear that same mentality consistently from almost every head of school and board member I spoke with.”

Katie Martin, Chairman, Board of Directors, Grace Classical School, Jacksonville, NC

MERGING CLASSICAL CHRISTIAN EDUCATION WITH FARMING: “The most valuable aspect of our meeting was gaining ideas for how to manifest the ‘lost tools of learning’ via other lost tools—e.g., the crafts and agriculture. I met a teacher who had some neat ideas which I plan to implement.”

Hannah Bryan, Conference Attendee



TEA FOR WIVES OF HEADMASTERS:

Sometimes the better half needs to collaborate, too. Wives of headmasters shared encouragement, experiences, and emails over a hot cup of afternoon tea.

LATE NIGHT CONVERSATION

If you don’t like staying up past midnight for deep discussions, loud laughter, and pretzels, this part might not be for you. But sometimes the most meaningful conversations happen after the schedule ends.

RHETORIC & MUSIC PRACTICUMS

Each year, selected subjects get extra attention with “practicums” offered the day before the official conference begins. This

■ CONFERENCE ROUNDUP



year's subject practicums focused on music and rhetoric.

RHETORIC: From the Areopagus to the Twitter Feed—how to build a program that produces confident, thoughtful, eloquent students.

MUSIC: Over 25 music teachers came together to be encouraged and educated in the very important task of training our students to read, write, and sing music.



metaphorical stuff at this year's Rhetoric Practicum.

HONORABLE MENTIONS: *Though his idea was passionate, it seemed incomplete—like a single quotation mark in search of its mate.* —NATALIE BREEDEN

He was a gray Camry of men: safe, predictable, hard to distinguish in a large parking lot. She was a MINI Cooper. —MICHELLE LASCH

She sang like a lark—that had served a life sentence in an industrial smokestack. —CHRISTY OLIVER

RUNNER UP: *Polar covalent bonds are the communists of chemistry, sharing electrons unequally.* —ANDREA MCCABE

GRAND PRIZE: *His excuse for being late was as lame as his toupee—patchy, inadequate, and not foolin' anybody.* —AMY MARTIN

THE GRAY HAVENS

Stories through music, Scripture through illustration, truth through metaphor. The Gray Havens delivered a meaningful message and shared their immense talent with us to celebrate the ACCS 20th Anniversary. Find out more about them on page 18.

THE METAPHOR CONTEST

The ability to communicate through symbolism and metaphor is a skill of the greatest communicators. Our teachers strutted their

GERONIMO, AMEN!

WE HAVE OUR FIRST MOVIE! Soon to be a full-length informational and inspirational video about classical Christian education, the initial cut was unveiled at the conference.



See the trailer

at ClassicalDifference.com/conference.



BASECAMP LIVE

Everyone Is an Influencer

Basecamp Live is all about preparing parents to prepare their children. Ancient Future Education isn't something new. The approach has been around for centuries and today is often called classical Christian education. The greatest minds and servant leaders have been educated using this model. It is more than a curriculum ... it is a way of life and the model to educate the next generation for the twenty-first century marketplace.



THESE PODCASTS were recorded at the conference. Listen in at ClassicalDifference.com.



LATIN? WHAT NO ONE TOLD YOU ...

*With Tim Griffith,
Fellow of Classical Languages
at New Saint Andrews College*

Calculus, computer programming, robotics, and STEM classes are all assumed to be the "right choice" for the jobs of tomorrow. But Latin? That isn't even a science! And wouldn't Spanish or Mandarin Chinese be better for a language? Tim Griffith will surprise you with some reasons why Latin is essential for any student today to be real world ready.

RAISING REAL WOMEN—WONDER WOMAN OR LITTLE HOUSE ON THE PRAIRIE?

With Rebekah Merkle

It isn't easy to raise a girl today with so many competing voices in our culture, not to mention in our Christian circles. If you are involved in raising a girl today, you don't want to miss this interview with Bekah Merkle.



LIVING AND LEARNING IN THE BELLY OF THE BEAST

*With Dr. Greg Thornbury,
President of The King's College*

Young children should be protected by parents and caregivers, but at some point baby bird has to leave the nest and learn to stand in the "real world." When to hold and protect and when to release to the world is never easy.

MY UGLY IS YOUR PRETTY: BEAUTY MATTERS

With Steve Turley of Turley Talks

The word "beauty" has received a bad rap these days. Modern folks generally toss it aside as an irrelevant and impractical thing, relegated to something soft and impractical, best for little girls having tea parties.



CHRYSOSTOM

The National ACCS Oratory Contest

Each year, students from ACCS member schools compete in a national oratory contest. But these probably aren't like the speeches most of us remember from high school.

All juniors and seniors at Rockbridge are required to write a thesis and then convert it into a 15-minute speech. This assignment is what I submitted to the contest. I wanted to show how necessary poetic knowledge is to the Christian faith.

Giving my speech at the conference was like nothing I'd ever experienced before. It was intimidating, but it was also a huge blessing! It was a very humbling and joyful experience for me, and I am incredibly grateful.

—Abby Wallen

"Those who tell the stories rule society."

—Plato



Visit ClassicalDifference.com/chrysostom to hear the speeches, delivered at the annual ACCS Repairing the Ruins Conference in Pittsburgh.

We often hear the phrase "be of good cheer." Seeing what our future leaders are capable of will help us to do just that.



FIRST PRIZE

KANA TURLEY

Tall Oaks Classical School, Bear, DE

This speech was fascinating, beautifully delivered, and spiritually compelling.

—Chrysostom Judge



SECOND PRIZE

ABBY WALLEN

Rockbridge Academy, Millersville, MD

She speaks confidently and persuasively, and yet does so with grace, calm, and personality. This is fantastic.

—Chrysostom Judge

Special thanks ...



... TO GROVE CITY COLLEGE

for providing the many volunteers it takes to manage a conference. And, we thank Paul McNulty, president of the college, for his support. Other colleges sponsoring the conference include:

- Patrick Henry College
- New Saint Andrews College
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CHRYSOSTOM MEANS "GOLDEN MOUTHED" IN GREEK. John Chrysostom (St. John in the Eastern Orthodox, Catholic, and Anglican churches) began his life in 349 in Antioch and died on his way to exile in 407. He was most notably Archbishop of Constantinople. So effective was his speech that he could contain city-wide riots and influence the highest levels of royalty. But it also got him exiled by those his rhetoric offended. In his initial exile, his letters continued to stir the hearts of those who heard them, so he was banished to the farthest extremities of the empire in an attempt to make hearing him impossible. Chrysostom spoke the truth with uncompromising beauty, and the power of his words continues to affect the world today. ■■

THE COMPETITION IS OPEN TO STUDENTS IN ACCS MEMBER SCHOOLS. The winner and runner-up receive \$500 and \$250, respectively. They, along with a parent or guardian, also receive a free trip to the annual ACCS Repairing the Ruins Conference where they deliver their winning entries.

If you know a student who might like to enter next year's competition, contact your school.

2017 Blakey Prize Winners

BLAKEY
| PRIZE |
in Fine Art |

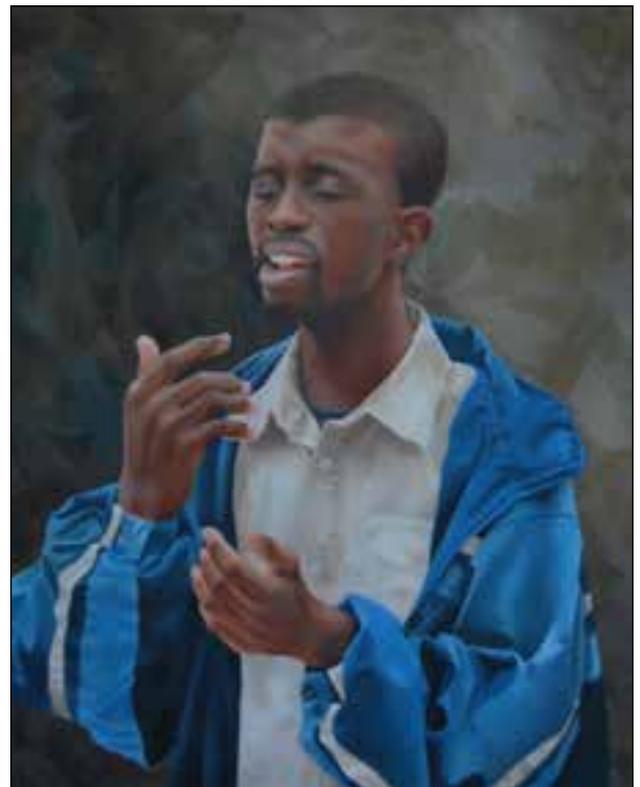
ACCS NATIONAL
FINE ARTS COMPETITION



1st

First Prize Drawing
Charcoal on Paper
"PEELING THE APPLE"
Gadi Edwards
Logos School, Moscow, ID

My mother was showing me drawings she did in art school. I was highly influenced by the black and white she did that were simple but still very powerful. That's what inspired this drawing the most. I wanted to create something atmospheric and simple; charcoal worked perfectly for it.



1st

First Prize Painting
Oil on Panel
"PRAISE"
Emma Hankins
Evangel Classical Christian School, Alabaster, AL

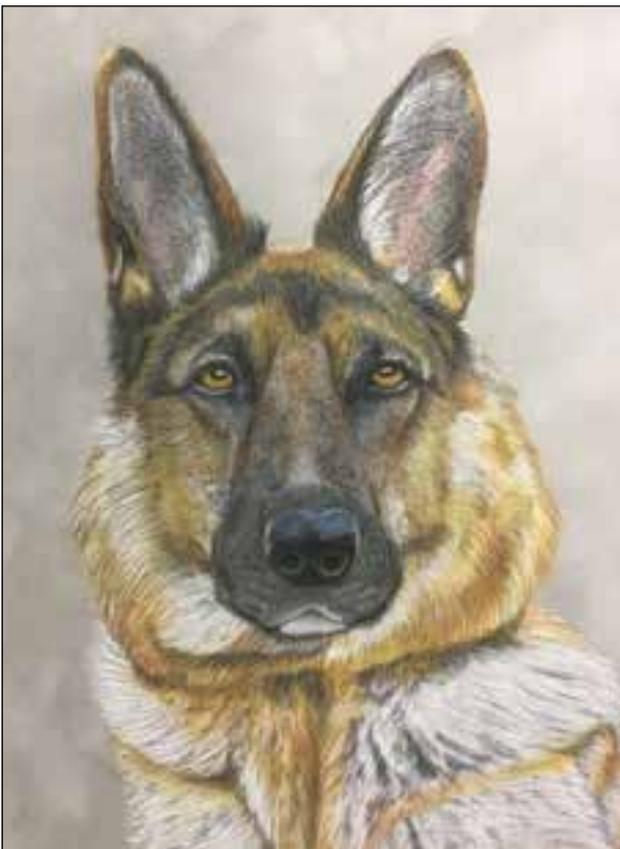
My painting "Praise" is in celebration of present day mission work and is inspired by both Christian and portrait paintings created in the fifteenth century by early Flemish painter Jan van Eyck. My painting portrays a young man by the name of Bheki Motsa praising God on the mission field in Swaziland. I believe Christian artists can use their gifts in many ways to glorify God. Capturing worship through painting is a great place to start.



Brighten our walls!

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

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

**2nd**

Runner-Up Drawing

Colored Pencil

"LOYALTY"

Ethan Miller

Cary Christian School, Cary, NC

The classical artist that influenced my artwork is Peter Paul Rubens. His realistic, expressive interpretations of lions in "Daniel in the Lion's Den" inspired the realistic illustration of my loyal dog. I strove to capture the immense detail of each strand of fur as well as the expression of loyalty I see in my dog's face every day.

**2nd**

Runner-Up Painting

Acrylic on Canvas

"UNWRAPPED"

Jeremy Crawford

Rockbridge Academy, Millersville, MD

In painting class, we were instructed to paint a still life through the lens of contemporary realism. I was immediately drawn to the color and joy presented by these Tootsie Pops. I have been greatly influenced by the contemporary still lifes of Michael Naples, as well as by the work of eighteenth-century French painter, Jean-Baptiste-Siméon Chardin. In the same way, I strive to make my artwork more than just paint on a canvas, but a story worth telling, so that, even by means of a favorite childhood candy, my observer might feel moved, intrigued, and delighted. ■■

ACCS Member Schools

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Baldwin Christian School

Baldwin, WI

Bayshore Christian School

Fairhope, AL

Beacon Hill Classical Academy

Camarillo, CA

Bethel American International School

St. Paul, MN

Big Spring Classical Academy

Big Spring, TX

Blackburn Study Center

Wexford, PA

Bloomfield Christian School

Bloomfield Hills, MI

Bradford Academy

Mebane, NC

Brandywine Classical Academy

Chadds Ford, PA

Brown County Christian Academy

Sardina, OH

Cahaya Bangsa Classical School

Bandung, Jawa Barat, Indonesia

Cair Paravel Latin School, Inc.

Topeka, KS

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Calvary Christian Academy

San Jose, CA

Calvary Classical Academy

St. Cloud, MN

Calvary Classical School

Hampton, VA

Candies Creek Academy

Charleston, TN

Capitol Hill Academy

Fairfax, VA

Cary Christian School

Cary, NC

Cedar Tree Classical Christian School

Ridgefield, WA

Charis Classical Academy

Madison, WI

Christ Church Academy

Lafayette, LA

Christ Classical School

San Luis Obispo, CA

Christ Presbyterian School

Baton Rouge, LA

Christian Heritage School

Longview, TX

Christ's Legacy Academy

Athens, TN

Clapham School

Wheaton, IL

Classical Christian Academy

Carlsbad, NM

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 Classical Academy

Brownsville, TX

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

El Paso Christian School

El Paso, TX

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

Port St. Joe, FL

Faith Christian School

Roanoke, VA

First Classical Academy

Katy, TX

The Cor Deo 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 Academy of New York

New Hyde Park, NY

Harvest Christian School

Petaluma, CA

Haw River Christian Academy

Pittsboro, NC

Heritage Christian Academy of N. Idaho

Spirit Lake, ID

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

Innova Academy

Newmarket, Ontario

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

Logos Christian Academy

Casa Grande, AZ

Logos Online School

Moscow, ID

Logos Reformed Evangelical Education

Surabaya, Indonesia

Logos School

Moscow, ID

Mars Hill Academy
Mason, OH

Martin Luther Grammar School
Sheridan, WY

Mesquite Christian Academy
Mesquite, NV

Messiah Lutheran Classical Academy
Keller, TX

Midland Christian School
Midland, MI

Mineral Christian School
Mineral, VA

Mirus Academy
Southwest Harbor, ME

Morning Star Academy
Bettendorf, IA

Morning Star Academy
Jakarta Selatan,
Dki Jakarta, Indonesia

Naperville Christian Academy
Naperville, IL

New College Franklin
Franklin, TN

New Covenant Christian Academy
Hardin, KY

New Covenant Christian School
Abingdon, MD

New Covenant School
Anderson, SC

New Covenant Schools
Lynchburg, VA

New Life Christian School
Ephrata, WA

New Providence Classical School
Nassau, Bahamas

New Saint Andrews College
Moscow, ID

Oak Hill Christian School
Herndon, VA

Oak Ridge Christian Academy
Conroe, TX

Oakdale Academy
Waterford, MI

Olive Branch Christian Academy
Corona, CA

Ozarks Christian Academy
West Plains, MO

Paideia Academy
Knoxville, TN

Paideia Classical Christian School
Oregon City, OR

Paideia Classical School
Friday Harbor, WA

Paratus Classical Academy
Houston, TX

Petra Academy
Bozeman, MT

Petra Christian Academy
Boise, ID

Philadelphia Classical School
Philadelphia, PA

Pinnacle Classical Academy
Little Rock, AR

Providence Academy
Johnson City, TN

Providence Academy
Green Bay, WI

Providence Christian Academy
Schererville, IN

Providence Christian School
Dothan, AL

Providence Classical Christian Academy
St. Louis, MO

Providence Classical Christian Academy
Sioux Falls, SD

Providence Classical Christian School
Kirkland, WA

Providence Classical Christian School
Oxford, GA

Providence Classical School
Spring, TX

Providence Classical School
Williamsburg, VA

Providence Classical School
Huntsville, AL

Providence Preparatory School
Temple, TX

Quantum Change Academy
Tangerang, Indonesia

Rafiki Foundation School
Rwanda

Redeemer Christian School
Mesa, AZ

Redeemer Classical Academy
Murfreesboro, TN

Redeemer Classical Christian School
Kingsville, MD

Redeemer Classical School
Harrisonburg, VA

Regent Preparatory School of OK
Tulsa, OK

Regents Academy
Nacogdoches, TX

Regents School of Austin
Austin, TX

Regents School of Charlottesville
Charlottesville, VA

Regents School of Oxford
Oxford, MS

Renaissance Classical Christian Academy
Fayetteville, NC

River Hills Christian Academy
Robstown, TX

Riverbend Academy
Ormond Beach, FL

Riverwood Classical School
Tuscaloosa, AL

Rockbridge Academy
Millersville, MD

Rocky Mountain Christian Academy
Niwot, CO

Samuel Fuller School
Middleborough, MA

Sandhills Classical Christian School
Southern Pines, NC

Schaeffer Academy
Rochester, MN

School of the Ozarks
Point Lookout, MO

Seattle Classical Christian School
Seattle, WA

Seoul International Christian Academy
Seoul, South Korea

Sheridan Hills Christian School
Hollywood, FL

Spearfish Classical Christian School
Spearfish, SD

Spokane Classical Christian School
Spokane, WA

St. Abraham's Classical Christian Academy
Aptos, CA

St. Mark's Classical Academy
Rydal, PA

St. Stephen's Academy
Beaverton, OR

St. Stephen's Church
Sewickley, PA

St. Stephen's Classical Christian Academy
Eldersburg, MD

Summit Christian Academy
Yorktown, VA

Summit Christian Academy
Livingston, MT

Summit Classical Christian School
Fall City, WA

Tall Oaks Classical School
Bear, DE

The Academy of Classical Christian Studies
Oklahoma City, OK

The Ambrose School
Meridian, ID

The Bear Creek School
Redmond, WA

The Cambridge School
San Diego, CA

The Cambridge School of Dallas
Dallas, TX

The Classical Academy of Franklin
Franklin, TN

The Classical Christian Conservatory of Alexandria
Alexandria, VA

The Covenant School
Dallas, TX

The Geneva School
Winter Park, FL

The Geneva School of Manhattan
New York, NY

The IMAGO School
Maynard, MA

The Oaks: A Classical Christian Academy
Spokane, WA

The Paideia School of Tampa Bay
Tampa, FL

The River Academy
Wenatchee, WA

The Saint Constantine School
Houston, TX

The Saint Timothy School
Dallas, TX

The Stonehaven School
Marietta, GA

The Wilberforce School
Princeton Junction, NJ

Tidewater Classical Academy
Virginia Beach, VA

Timber Ridge Academy
Jackson, WY

Trinitas Christian School
Pensacola, FL

Trinitas Classical School
Grand Rapids, MI

Trinity Christian Academy
Lexington, KY

Trinity Christian School (PA)
Forest Hills, PA

Trinity Christian School
Montville, NJ

Trinity Christian School
Opelika, AL

Trinity Christian School
Kailua, HI

Trinity Classical Academy
Valencia, CA

Trinity Classical Academy
Omaha, NE

Trinity Classical School
Clarksville, GA

Trinity Classical School
Bellingham, WA

Trinity Classical School of Houston
Houston, TX

Trinity Preparatory School
Voorhees, NJ

Triuno Classical Christian School
São Luís, MA, Brazil

Tri-Valley Classical Christian Academy
Livermore, CA

United Christian School
Camp Verde, AZ

Uvalde Classical Academy
Uvalde, TX

Veritas Academy
Texarkana, AR

Veritas Academy
West Barnstable, MA

Veritas Academy
Leola, PA

Veritas Academy
Savannah, GA

Veritas Academy
North Branch, MN

Veritas Academy
Cody, WY

Veritas Christian Academy
Fletcher, NC

Veritas Christian Academy
Chesapeake, VA

Veritas Christian Academy of Houston
Bellaire, TX

Veritas Christian Community School
Sierra Vista, AZ

Veritas Christian School
Lawrence, KS

Veritas Christian School, FBC
Dayton, TX

Veritas Classical Academy
Beaumont, TX

Veritas Classical Academy
Fullerton, CA

Veritas Classical School of Omaha
Omaha, NE

Veritas School
Newberg, OR

Veritas School
Richmond, VA

Victory Academy Ocala
Ocala, FL

Westminster Academy
Memphis, TN

Westminster Classical Christian Academy
Toronto, Ontario, Canada

Westminster School at Oak Mountain
Birmingham, AL

Westside Christian Academy
Westlake, OH

Whitefield Academy
Kansas City, MO

Whitefish Christian Academy
Whitefish, MT

Wickenburg Christian Academy
Wickenburg, AZ

Wilson Hill Academy
Austin, TX

Winter Park Christian School
Tabernash, CO

Woodstream Christian Academy
Mitchellville, MD

Nature's Classroom

■ GRACE ACADEMY, GEORGETOWN, TX Science Labs, Texas Style

Biology and anatomy students at Grace Academy participate jointly in the Deer Lab. They observe their science teachers field dressing a deer (always shot early that same morning). They discuss the anatomy and “culinary science” of the animal (e.g., the diaphragm muscle is called skirt steak and is the best meat to use for fajitas).

The seventh grade Life Science Chicken Lab receives eggs and the loan of an incubator from Texas A&M each fall. They care for them as chicks. When the chickens are old enough, the hens go to the coop. The roosters are harvested.

A similar lab takes place with hogs when the Lord provides them.

The point of these labs is first and foremost to engage the students fully in their lessons through hands-on application. These are lessons in anatomy and the wonder of creation that they will not forget. Secondly, this gives students a greater appreciation for God's creation, the manner in which He provides for us, and the means by which man must harvest God's provision.

KAREN MOORE

Upper school lead teacher



■ CALVARY CLASSICAL ACADEMY, ST. CLOUD, MN Farming for the Next Generation

Kindergarten through second grade students toured a family farm in Sauk Rapids, MN, after studying farms for several weeks as part of the science curriculum. Calvary Classical Academy strives to give students “hands on” learning experiences whenever possible, and this field trip was certainly that! They enjoyed feeding cows, chickens and a rabbit, collecting fresh eggs, shelling corn, pumping water, sitting on various tractors that were part of the farm owner's impressive farm equipment collection, and ending the day with a hay ride through the fields. The owners of the farm have been working the land for more than forty years, and we were able to meet three generations of real farmers.

CANDACE BRAULICK

First grade parent and field trip volunteer

■ MARS HILL ACADEMY, MASON, OH

Mars Hill Academy “Snags” Great Horned Owl

Mars Hill Academy varsity soccer team members found a surprise in their net during a morning practice. A great horned owl had become entangled in the netting.

“We’re guessing the owl had been struggling a couple of days,” said MHA science teacher Mrs. Lynn Muscarella. “One of our students held out a container of water, and after some hissing, the owl drank some. It must have been exhausted and desperate.”

Muscarella contacted RAPTOR, Inc., a Milford-based group dedicated to raptor rehabilitation who has visited the school several times with their educational programs. RAPTOR staff cut the owl out of the net and transported it to their facility where they monitored its recovery. Because owls are territorial, they brought the owl back to Mars Hill for release. Students who gathered to



watch the owl were thrilled to see it healthy and ready to go back to the woods.

MICHAUX MERHOUT
Advancement Team



■ BAYSHORE CHRISTIAN SCHOOL, FAIRHOPE, AL

Red Hens and More

Bayshore Christian School’s kindergarten classes study God’s creation, and they were able to go to Brantley Farms to learn all about Day 6: the creation of living creatures. Our students had a great time learning about all of the animals on the farm and they even got to pet and ride a few of them!

One of the stories the kindergartners read is “The Little Red Hen.” The story came to life when they had the opportunity to pet a real red hen! They also learned that the moral of the story is those who don’t work don’t eat.

ELLEN ESTES
Director of marketing & development

■ GENEVA CLASSICAL ACADEMY, LAKELAND, FL

You Don’t See This Every Day

Only in Florida would an alligator seek out a classical, Christian education, and add a lot of excitement at the end of the school day. This 9’11” gator [the editors suggest readers round up to 10’ for a better visual indicator] crossed the athletic field at Geneva Classical Academy and then crossed the parking lot toward the school office as parents and students watched from a



safe distance. Local police came to help as everyone awaited the bare-footed local trapper, who gave quite a show.

ALLYSON BOUTWELL
Administrative assistant



Arrival

A sci-fi movie reveals the power of classical languages

Twelve mysterious UFO's hover over global positions in a sci-fi cliché that deserves one more installment. The imaginative plot in Oscar-winning *Arrival* was recently made available for streaming and on DVD. *Arrival's* routine plot is matched with a thought-provoking response to alien threats—not atomic weapons, viruses, superheroes, other technological marvels of science.

Rather, the world is saved by language. But in a way you might not expect.

The film hinges on the power of language to effect our capacity for thought, as Dr. Louise Banks interprets the glyphs of an alien race. Language does more than communicate, it shapes us to think in ways we could not otherwise think—to see things we could not otherwise see. Where did they get this sci-fi plot? As we've seen before, history is often Hollywood's source. For thousands of years, from the Stone, to the Bronze, to the Iron Age, humans saw little change. Then, the Greeks began to think. They began to create words for, then build stories about, and then structure language around abstract ideas for the "perfect" or "Platonic." *Arrival* looks back to this very real power that, in an ironic twist, brought much of science to us in the first place.

Within just a few centuries, the rise of philosophers in Athens changed the Greek language, filling it with transcendent words like *logos*, *pathos*, *telos*, *arete*, and *paideia*—words for which we still have no accurate translation. Greek, as a language, formed to support conversations about the "perfect" or "ideal" or "infinite." Euclid, Pythagoras, Archimedes and others led the way for a culture that began to think abstractly: two-dimensional shapes with no depth, lines that went to infinity, and ratios that had divine relationships. From these abstractions, they created math that could accurately

The real strength comes when students become fluent, able to read for pleasure in the ancient language. As with Dr. Banks, we hope our students can reveal something unseen to a world desperate for understanding.

calculate the circumference of the earth thousands of years before modern science did. They measured detailed heavenly paths to navigate the oceans. They created the ionic scale in music that we still use. The Greek language was so powerful, it dominated the Roman empire. And, it became the language of the New Testament.

If you are affiliated with a classical Christian school, you've undoubtedly been told that Latin students score 150 points higher on the SAT. Or that students who learn Latin can more quickly learn nearly any European language. But the real reason we teach these languages is that we are "Christian worldview" schools. Language shapes how we think. In *Arrival*, Dr. Banks, the linguist, is asked if she dreams in the alien language. The implication: when we immerse ourselves in a powerful language, something unexplainable—almost magical—happens. The invisible suddenly becomes visible. We encounter new ideas for the first time but at a level we can never translate into our native language.



The trinity, the God-man nature of Christ, “wisdom,” “education,” and countless other early Christian ideas are better understood the closer we get to the language in which they were originally discussed and described. This is an almost mystical idea that our modern, practical, rational minds find “alien.”

Roman Catholic theologians and early reformers alike understood this and valued transacting philosophy and theology in these classical languages. “For the devil smelled a rat and perceived that if the classical languages were revived a hole would be knocked in his

kingdom which he could not easily stop up again ... Since he found he could not prevent their revival, he now aims to keep them on such slender rations that they will of themselves decline and pass away.” —Martin Luther

Latin is the language of most church theologians and Greek is the language of the New Testament and philosophy. We teach classical languages like Hebrew, Latin or Greek because they help students engage with and see important ideas they could not otherwise see. The real strength comes when students become fluent, able to read for pleasure in the ancient language. As with Dr. Banks, we hope our students can reveal something unseen to a world desperate for understanding.

Arrival is free of sexual situations, with mild violence, and with some language. The film is probably suitable for most over 13. Some may notice slightly new-age ideas about circular time, but its cerebral content sets a pace like *2001, A Space Odyssey*. So, the younger set may have difficulty staying with it.

To protect the fun of the film, we’ve avoided details. Watch the film, and if you’re unclear on the plot, you can find the details on ClassicalDifference.org/arrival/. ■■





Back to (a Classical) School

An answer for students to the *why* question

So here you are in a classical school. Have you ever wondered why? (Aside, of course, from the obvious fact that this is where your parents decided you should go.)

In my experience, high school students in classical schools frequently have only the haziest notion of what this whole thing is supposed to accomplish—and sometimes they have the wrong notion altogether. Some are inclined to think it's that sadistic streak in the universe that brought them to this school instead of to the public high school down the road, others think in a vague sort of way that it's to help them get into a good college with scholarships. Still others are able to mumble something about the trivium and how Latin will help them score higher on their SATs.

But bear with me through a metaphor here. Imagine a kid whose parents had been saving up for years and they just gave him a Ferrari for his sixteenth birthday. It's gorgeous, it's fast, and it's in mint condition. Now further imagine that this kid doesn't know what it's for. He gets that his parents are excited about it—but that just makes him suspicious that it will turn out to be deeply embarrassing. So he acts aloof and above it all. He throws a little extra lethargy into his manner and a little more roll in his eyes—just to make sure he communicates that he's his own man and expensive cars don't affect him one way or another. In fact, he deeply wishes that he could trade it for a nice 1991 beige minivan with mismatched wheels and an exhaust problem like his friends drive. (Lest you missed the moral, this is the kid who is too cool for school—literally.)

Or let's say he's not that guy. This kid is excited that his parents gave him this car and he thinks it's neat—even though he still doesn't know what it's for. But he's versed enough in the ways of the world to have seen pictures of guys with sports cars, so he assumes that this gift from his parents is a prop for his Instagram photos. He has already mentally planned out a few shots—himself at the wheel, himself leaning against the side with his arms crossed. Definitely one in a white tee with his sleeves rolled up. (He's an original thinker, this guy.) And he's pretty excited, because this will absolutely add some extra glamor to his Instagram feed and will totally boost the amount of likes and followers he will get.

This is the kid who thinks that going to a classical school is so that he can get into a prestigious college with scholarships, which will in turn lead to a good job with

a fat paycheck. It's as misguided as thinking that a Ferrari is nothing more than an Instagram prop to help you get more followers—but it's infinitely more tragic than that.

What is it that those parents wanted their kid to do with their gift of the car? They want him to *get in and drive it*. That's the whole point. And what is it that your classical education is for? What is it that your parents and your teachers are trying to give you?

They want to see you turned into a certain kind of person—and all of the money and the effort and the time that they put in giving you this education is actually all focused on that one thing. They want to see you become a sharp, persuasive, clear thinking, and faithful leader. They want you to be the kind of person that rises to the top like cream. They want you to be equipped to handle whatever the world throws at you, and to be the kind of person who changes the world for the better.

All these classes you are forced to take—believe it or not, there's actually a method in the madness.

All these classes you are forced to take—believe it or not, there's actually a method in the madness. Your mind is being focused, sharpened, and trained by your study of Latin, and it will remain that way even if you end up forgetting all the Latin you ever learned. Your study of literature is shaping you into a person who can actually *listen* to someone and understand what they're saying and interact with them precisely, and this remains true even after you forget what Walt Whitman wrote. (In fact, you would probably be better off if you *did* forget what Walt Whitman wrote.) Your study of logic is turning you into a person who is hard to take advantage of. Your study of rhetoric is making you win- some and persuasive.

All of these disciplines you are forced to master are like the various drills you do in



basketball practice, each focusing on a different skill that is necessary for the game. They're not the game itself, but they are designed to get you ready. And like it or not, that game is coming. Life isn't something you can just opt out of. Your parents

are giving you this education because when you're out there on the court they want you to be a skilled player.

You are being given something that is as valuable as it is rare—so make sure you actually get into the car and drive. ■■

This article is adapted from Rebekah Merkle's upcoming book for students called *Classical Me, Classical Thee: Squander Not Thine Education* (coming August 22, 2017, from Canon Press). See canonpress.com/ClassicalMe for more information.

REBEKAH MERKLE has dabbled in a number of occupations ranging from running her own clothing label to designing fabrics to becoming a full-time high school humanities

teacher, and she was a student guinea pig in some of the very first classical Christian classes in the United States. Rebekah is also the author of *Eve in Exile*, an incisive history and Christian critique of modern feminism. But by far her proudest accomplishment is her crew of five outrageous, hilarious, and high-speed teenage children, and her favorite role is that of wife to her similarly outrageous, hilarious, and high-speed husband, Ben Merkle.



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“A little learning is a dangerous thing; / drink deep, or taste not the Pierian spring;
there shallow draughts intoxicate the brain, / and drinking largely sobers us again.”

—Alexander Pope

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