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BRINGING LIFE TO THE CLASSROOM

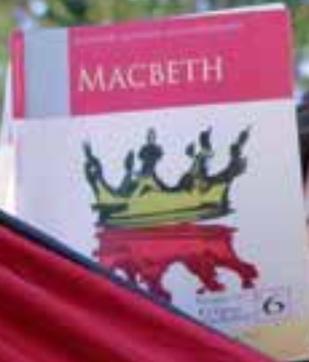
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AFTER the CLASSROOM

WHAT
CLASSICAL
GRADUATES
DO NEXT p. 8

ALSO...

- ≡ 4 Steps to the Best Campout Ever p. 26
- ≡ What Were They Thinking? The Dawn of School p. 14
- ≡ Alumni Profile: Smashing Atoms at CERN p. 24
- ≡ Summer, Bingo, and Classical Music p. 29



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disco. scio. vivo.

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THE CLASSICAL

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THANK YOU!



COVER PHOTO: Courtesy of Karen Moore and Susan Schwab, Grace Academy, Georgetown, TX

Student lounging in a hammock on the Grace Academy campus.

(Hammocks? Can you get a grant for that?)

The Classical Difference is on its 7th issue, or Volume 3, Number 2, as we like to say in the publishing world. With the next issue we celebrate two years, and we want to make the next year even better.

You might have noticed the ACCS's Idaho address, which means we've used a bit of material from our easily accessible Idaho schools.

THIS ISSUE MARKS OUR FIRST WITH A SCHOOL SUBMITTED PHOTO! And here's a sneak peek of another school photo coming up.

HELP US CONTINUE THE TREND! Please send us your high-resolution photos either by emailing submissions@classicaldifference.com or by visiting the website at ClassicalDifference.com/photos/



HAVE MULTIPLE PHOTOS?

Drop them into Google Drive, Dropbox, or other online service and send us the link and access information.



GET YOUR CAMERA OUT AND HEAD FOR THE NEAREST SCHOOL. THE KIDS ARE DRESSED AND READY.

Hint: Field trips and other activities make great photo shoots!

Back to the Glory Days

The education of worshipers

Jonathan Edwards Classical Academy,
Nashville, TN



WORLD Magazine's Joel Belz published an editorial on Christian schools in the U.S., "Glory Days Behind Us" (September 03, 2016). Frequent supporters of classical Christian education, WORLD and ACCS President David Goodwin discussed charter, Christian, and classical schools, as well as education's cultural force.

Overall, enrollment in Christian schools in the U.S.

is falling. Two reasons often cited for this decline are the growth of homeschooling and charter schools.

Interestingly, the one growth area in Christian education is classical Christian schools.

Joel Belz's "Glory Days Behind Us" editorial brings to light the decline of conventional Christian schools in the U.S., and compares education in America with that of other countries.

"The glory days" of Christian schools in America, if history is any indication, might just be in our future—but possibly

not in the same form as Christian schools of the recent past. Conventional schools today (including most Christian schools) were built on the "progressive educational model." Christian parents are left with a choice among schools that are variations of this same basic model. Add to this the expense of private schools, and the choice becomes even more difficult. It reminds me of the days when GM sold "premium" Oldsmobiles and Buicks that were at root, variations of a Chevy.

But there is another side to the story: new Christian schools of a distinct type

are being started, if not every day, every few months. While mainstream Christian schooling declines, the number of classical Christian schools grows, even during tough times like the great recession. Classical Christian schools offer something “new”—they are based on the oldest educational model known. The model’s big vision and distinctive methods are targeted directly at culture formation in America, and within the church. The original inventors of this form—the ancient Greeks—are still regarded as the most successful culture builders in history, with much of today’s civilization still rooted in Greek ideas. But that’s not the end of the story.

When Jesus Christ entered a world culturally dominated by the Greeks in the first century, His church did with education what they did with everything else—they claimed it for Christ. Classical Christian education was born in the earliest moments of the church. The Apostle John and Paul both reference classical Christian education, though you have to know what you’re looking for to find these biblical references (search the Greek New Testament for the word *paideia*).

By the second century, school masters like Justin Martyr, philosophers like Clement of Alexandria, and countless others were creating a salty, distinctive culture within the church, partially through classical Christian education. This culture grew until it consumed the Roman empire in the fourth century. Church fathers like Augustine, Ambrose, Jerome, and Gregory were all classically educated and they continued the tradition of classical Christian education in the church.

The classical Christian model was practiced almost exclusively from before the time of Christ until the turn of the twentieth century. Even America’s founding fathers were all educated in the classical Christian tradition. But then, the classical tradition was jettisoned in the nineteenth century “progressive” era, when ideology, philosophy, and theology were deemed unnecessary; when great books were pushed out for information deemed more practical; when thinking, speaking, writing, and argument became irrelevant; and when Jesus Christ



The Wilberforce School,
Princeton Junction, NJ

was no longer considered the center axle on which all truth, goodness, and beauty turned. By 1940, progressive education had replaced classical education’s higher calling with something more pedestrian: training students for jobs. Culture, and its creation, it seemed, was now in the hands of the state educational system.

Many times in history, classical Christian education has civilized, or re-civilized cultures with the potency of a Christian worldview. We cannot assume that the lampstand has been removed from America. But we also cannot, as Christians, allow American ideas to define us. We’re living in a civilization increasingly more like ancient Rome than like a Christian nation. We need to return to an

educational model that has proven effective in transforming hostile cultures and creating worshipers of Christ.

I have good friends laboring in excellent conventional Christian schools, and these schools do much good. God is using them. But, if we’re concerned about the culture being passed on to our children, we should look to an educational system that

The one growth area in Christian education is classical Christian schools.

was designed and has been proven to cultivate hearts and minds toward the fully orbed worship of Jesus Christ in every aspect of knowledge, understanding, and wisdom. As C.S. Lewis said, “We all want progress, but if you’re on the wrong road, progress means doing an about-turn and walking back to the right road.” ■■

“It is the task of youth not to reshape the church, but rather to listen to the Word of God; it is the task of the church not to capture the youth, but to teach and proclaim the Word of God.”

—Dietrich Bonhoeffer, *Thesis One*

How hard can kindergarten be?

A substitute's story



Logos School, Moscow, ID

■ “How hard can that be?” I thought after being called to sub for kindergarten. I knew the get-out-of-class tactics such as, “Can I get a book?” or “May I get a drink of water?” Kindergarten teachers solve that one by taking them all at the same

time. So, at the appropriate time I clapped my hands and said, “Okay gang, line up, it is time to go to the bathroom.”

No one moved. They just looked at me. Finally one of them said, “You can’t do it like that.”

“Why not?” I said.

“You have to call the line leader.” I called the line leader. Still no one moved.

“What?” I said.

“You have to call the door holder!” I called the door holder. Nothing happened.

After a pause, another child said, “You have to call us by rows.”

Ah, rows. “Row 1.” Movement! I confidently called the other two rows, when a child came up and said, “I am a door holder too.” I was lost again. So I said, “Why?”

“I hold the next door we go through.” Right, of course. The line was formed, but didn’t move. I then learned about the “line ender.” And we went to the bathroom.

As a “sub” teaching multiple grades, I get to see a great education in its entirety—even if I don’t always get it. The shaping and appreciation for order and decency starts in kindergarten in an external form. Over the years that discipline is internalized so that students can think and study on their own without any prompting. In addition to teaching our children what they need to know, teachers create an atmosphere for learning. Kindergartners like to have line leaders. This understanding of the heart and soul of students is part of the beauty of classical education.

—Brigetta Eshleman, substitute teacher,
New Covenant Schools, Lynchburg, VA

“Mom was going to make me stop playing and do my homework ... until I told her the only thing I had left was recorder practice.”



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.

Century Watch

This year in history: 1917



THE LINCOLN SCHOOL

The Progressive Era (approximately 1890–1920) ushered in some of the most profound changes in American history. For schools, it meant a change in focus from classical to progressive, from mind to matter, from the individual to the society, from God to man. The Lincoln School, founded in 1917, is a window into the progressive movement.

Columbia Teachers College in New York established the Lincoln School as a laboratory school for experimentation with progressive education methods and curricula.¹ “The school was a potent institutionalization of new ideas in education.”² Joining in the effort was John Dewey, often called the father of our modern educational system.

The PBS “Schoolhouse Pioneers” series calls Dewey the most significant educational thinker of his era and, many would argue, of the twentieth century. An atheist, he believed firmly that “the educational process has no end beyond itself.” As a professor of philosophy at both Columbia University and Columbia University’s Teachers College, Dewey worked with other educators to help the Lincoln School bring progressivism into the mainstream of American education³ and to introduce the scientific method to the study of learning.⁴

Dewey helped found the First Humanist Society of New York in 1929. Its president, Charles Potter, reportedly said, “What can theistic Sunday School, meeting for an hour once a week, do to stem the tide of a five day program of humanistic teaching?” Dewey himself said, “I believe that the school is primarily a

[Continues on page 12 ...]

DIY Parenting

A fix for the dreaded “I’m bored”



PAINT YOUR OWN SUMMER

After the first week or so of acclimating, we dive into a uniquely summer kind of schedule. This is the time to teach my kids all the life skills that are less feasible during the school year. They work so hard at school every day that I don’t want to load them up with housework or chores when they get home. Summer is a great time to teach kids to cook, garden, knit, build, or just let them whittle a stick all day with an old pair of scissors on the back porch. The two keys to unlocking the gateway to discovery are unplanned hours and books.

One genre of book I always keep handy is instructional books about all kinds of things. We have a basket of art books, a shelf on sewing and knitting, and generally lots of variety on making and doing. It is a pleasure to find out one of my kids has worked their way through some difficult instructions and tried something completely new to them. It’s a different kind of learning, played out in the simple pleasure of a quiet afternoon where you chose not to be bored. Since I don’t let my kids wander around looking for inspiration on the internet, having interesting things they can learn without my help is important.

If you don’t want to buy the books (I find many second hand), you might consider printing tutorials for topics of interest to your children and loading a binder or two with things to do and try. The diversity of things that get their attention always surprises me, and I love it when a child comes to me with a list of supplies they need to finish up a project. Oftentimes

[Continues on page 21 ...]



Graduates Profile

Our graduates are worth reading about. Have you ever wondered about their perspectives, favorite experiences, and plans as they get ready to take the next step? Some headmasters at ACCS accredited schools have shared just that from some of their top graduates.



Not only will you be encouraged about our future, you might find your next summer read.

LOGAN BOYD

VERITAS SCHOOL, NEWBERG, OR

Plans

Pursue a bachelor's in mechanical engineering, possibly focusing on aerospace and aeronautics in order to establish myself for a future family.

Preparation

My school prepared me above all by cultivating "well-roundedness," which encompasses the practical skills of persuasive rhetoric, an appreciation and understanding of cultures through art and music, and preparation for citizenship. I am ready to face the secular world with Christian integrity and service.

Impact

Veritas assembles every Monday morning to sing the "hymn of the month." The senior class leads the school, from kindergarteners to the teachers and



staff, in praising God. Trained in music, the students sing harmoniously in four parts. This weekly habit unites the school—children and adults, young and old, learning and learned—to sing as one to the source of all knowledge. This is one of my favorite things about Veritas's unique education.

Book Recommendation



The Scarlet Pimpernel by Baroness Emma Orczy. Set in the French Revolution, this is a slow-burner, but with great payoff.

EMILY JORDAN

WESTMINSTER ACADEMY, MEMPHIS, TN

Plans

Study English literature and creative writing. I hope to work in children's publishing, with a specialty in young adult fiction.

Preparation

Westminster Academy has truly inspired my interest in this direction by developing in me a passion for the written word. Not only



did I read powerful literature, I learned the invaluable skills of analysis and critical thinking.

Impact

One of my most cherished memories dates back a year or two ago, when the 10th–12th grades went into the city on a day of service. We volunteered at the Mid-South Food Bank, and had so much fun sorting and packaging food and basic care items. It was an incredible experience that, among others at Westminster, allowed me to grow not only as a student, but as a leader and a friend.

Who Needs Wallpaper?

I keep anything that inspires me or reminds me of a happy memory (quotes, photographs, ticket stubs, postcards, flowers, hubcaps, etc.) and then I attach it to the wall of my bedroom. After years of this, my room is essentially a massive collage of beautiful thoughts and joyful remembrances.

Book Recommendation



The Outsiders by S.E. Hinton.

PHOEBE DIERDORFF THE OAKS, SPOKANE, WA

Plans

Double major in nutrition and psychology (eventually graduate school), with a minor in a language. I want to begin to find a solution to child hunger by providing education to low-income families about nutrition.



Impact

My teachers are willing to invest their lives in their students, having us over for dinner, praying for us, talking to us, and counseling us. Once, while studying Ecclesiastes, our teacher took us to a cemetery where we had a competition to find the oldest person who died. It made learning about death in Ecclesiastes 8 so much more realistic. The teachers train us to love learning—they are what make my education meaningful.

Book Recommendation



1984 by George Orwell. It shows the dangers of technology, power, and ultimately, the dangers of ourselves.

ELIZABETH FURST

WESTMINSTER ACADEMY, MEMPHIS, TN

Plans

Study economics and international studies with a focus in the Middle East and North Africa. Hopefully, these studies will lead me into a life of service in those regions.

Preparation

Through my theological training at Westminster I discovered what I want to do. A parent at Westminster introduced me to the plights of Christians in the Middle East and North Africa, and I now feel prepared to defend not only my faith, but also those who share the same faith but are punished for it.

Impact

As a student ambassador, I have the honor of sharing unique aspects of the school with prospective parents. On one particular tour, the parents were surprised, and even a bit shocked, by two things: the fact that this was a solely student led tour, and the interactions between myself and the younger students, many of whom came up to give me hugs. This is truly a testament to the community that has been fostered and the students that are produced.

Book Recommendation



The Odyssey by Homer. When I read it by myself, I could see the effects of my studies in classical literature and draw connections on my own.

TIMOTHY PARSLEY

TRINITAS CHRISTIAN SCHOOL, PENSACOLA, FL

Plans

Liberty University: double Master's in Business Marketing and Liberal Arts. One day I'd like to work for an advertising campaign for a film.

Preparation

Trinitas equipped me not only to do whatever I do for the glory of the Lord, but also to incorporate the philosophies and theologies of someone who lived a hundred, or a thousand, years ago even into something as seemingly small and insignificant as preparing someone's food. To me, that was a worthy use of my childhood.

Impact

Last spring, the Juniors and Seniors took their annual Aesthetics Trip to Washington, D.C. After dinner on a Potomac River cruise (a first for our school), the dance floor was cleared. After two songs, we saw the other group—about forty middle schoolers—awkwardly standing to the side, unsure of what to do. We collectively decided to include them and eventually every single one of them was dancing with us. Even through something considered trivial, we were able to display the love of Christ as a class.

Book Recommendation

 *The Death of Ivan Ilyich* by Leo Tolstoy. Not only a brilliant expose of the mortality of man, but a very short book.

REGAN MEYER

LOGOS SCHOOL, MOSCOW, ID

Plans

Hillsdale College: major in International Business and minor in Journalism. This will hopefully prepare me for the world of political analysis and international correspondence.



Preparation

Logos School has prepared me for this career path with extensive development of both writing and speaking skills. I am confident that my classical Christian education, when coupled with a degree from such an institution as Hillsdale, will take me far in the world.

Impact

Logos Mock Trial is a storied institution, with seventeen Idaho State Championships including this year. Our extensive training in extemporaneous speaking and logic prepares us to compete at the highest levels possible. Last year at Nationals, the ten top placing teams were private schools, most with classical-leaning curriculum.

Book Recommendation

 *Astoria* by Peter Stark. A fabulous tale of exploration, deceit, tragedy, and ultimate failure.

AUDREY PUTNEY

GRACE ACADEMY, GEORGETOWN, TX

Plans

Attend a four year university to garner more knowledge and explore career possibilities.

Preparation

My teachers truly care about my future. Once, my teacher halted his lesson plan for one day, and instead discussed God's calling for us in our lives. He passionately urged us to find jobs that we are called by God to do.

Impact

In seventh grade, we went to serve at Camp of the Hills, where inner city kids hear the gospel and experience a summer camp. The camp leaders gave us a job: build a wall by filling those large, chicken-wire bins with rocks. Immediately the whole logic school gathered up in a line and for hours—I did not hear one person complain—we passed rocks until our arms shook and sweat dripped from our bodies. But, we finished building the wall. The camp leaders were shocked when they saw middle school students joyfully complete a project that would have taken them days. Since that year, logic school students annually serve at Camp of the Hills.

Book Recommendation

 *Gone With the Wind* by Margaret Mitchell. My heart will always be with the characters.

The Way of Kings by Brandon Sanderson. If I were to recommend one summer reading book, I would recommend this one. It is an amazing, 1238 page fantasy novel with superb characters.

AARON WEBER

TALL OAKS CLASSICAL SCHOOL, BEAR, DE

Plans

Messiah College: major in engineering with forester's certification. I hope to learn to manage land in a way that cultivates lasting beauty through man's relationship with creation and worship of God.

Preparation

Tall Oaks has trained me to be disciplined, seek excellence, and see the true, good, and beautiful ways by which Christ brings all things unto Himself. I pray that I may raise my children in the paideia of the Lord just as I have been.

Impact

This year the Tall Oaks family mourned the death of an alumni who graduated when I was a freshman. Many members of the Tall Oaks community were present at the funeral. My class sang Psalms 23 and 40 during the service, one of our teachers gave a beautiful remembrance and proclamation of resurrection hope, and the boys in my class served as pallbearers. While certainly a sorrowful event, the love of Christ was so



powerfully present, and particularly displayed through the Christian community of our school.

Book Recommendation

 *A Sand County Almanac* by Aldo Leopold. This book will open your eyes to the wonders of creation, and maybe even cause you to think critically about your relationship to God's world.

EMMA STORY

LOGOS SCHOOL, MOSCOW, ID

Plans

New Saint Andrews. I hope to teach at Logos or another classical Christian school. Logos has given me the "how," and now I'm searching for my "what."



Preparation

Logos school isn't just about receiving an exceptional education. It's about saying "thank you" to every teacher, after every class. It's about being able to form your own opinions about *Pride & Prejudice* and defend them in front of a full room. I've learned to love the act of learning itself, and to seek wisdom, hunger for truth, and love God.

Impact

I've been in Mock Trial since 9th grade. This year, we made it to the final round, brawling for each ballot against Ambrose [another Idaho classical Christian school], the most poised and articulate team I've ever seen. The round was a battle of rhetorical weapons, and we all had spent high school sharpening ours. The oddest aspect of the experience was that it was enjoyable.

Book Recommendation

 *Island of the World* by Michael D. O'Brien.
The Man Who Was Thursday by G.K. Chesterton.
Quick Service by P. G. Wodehouse.

CY LEIST

WESTMINSTER ACADEMY, MEMPHIS, TN

Plans

Mississippi College: major in biology. I have wanted to be a pediatrician ever since I was two years old, so I cannot wait to see how God shapes me during this new chapter of my life.

Preparation

Westminster pushed and challenged me in ways that other curriculums don't, not to mention the support I have received and the relationships I have formed with my teachers. I truly believe that no other type of education evokes such excellence and growth from its students.



Impact

One afternoon, the senior class was surprised with the opportunity to play with "bubble balls," where one climbs into a large inflated sphere in order to ram others with it. Afterwards, the bubble ball "instructor" mentioned to some parents that we were the best group he had visited. He had never seen teenagers who were so kind and caring to one another, and who were so willing and happy to share with others. I think that speaks volumes about the environment of classical Christian schools, as well as the young adults it produces.

Book Recommendation

 *A Tale of Two Cities* by Charles Dickens. Its grandeur and scope are as equally powerful as its themes of love, loss, and redemption. ■■

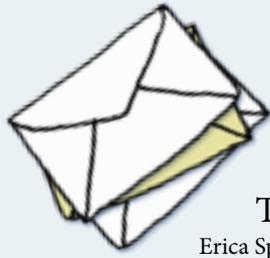
Future Grad

Meet Jack. His mom, Emily O'Dell (née Bernardini), could never have predicted back in 1998 the future she would have with her new school, Westminster Academy. Fast forward. Now a mom, it was time to decide what to do about school for her own kids. Visiting Westminster and



"being reminded of the difference in the quality and content of this type of education got us really excited. We both knew this was what we wanted for our children. ... This education is a true gift."

It was perfect timing. The school had an opening for a part-time English teacher. Mrs. O'Dell was offered the job, and the chance to rediscover some of the unique qualities she remembered. "I hope that [Jack] will be able to stay through high school, and that he would learn beauty and honor, ... the ability to reason, ... to understand deeply and to speak graciously."



LETTERS & NOTES

Correction

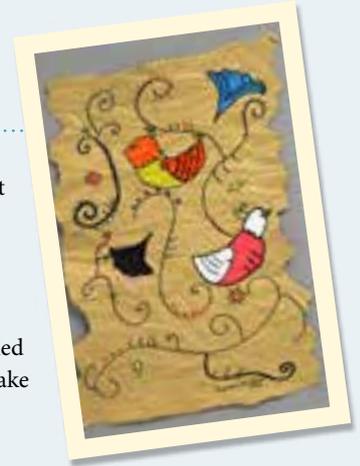
The art teacher for this piece from Cary Christian is Alexis Booth, not Erica Spivey as originally printed (page 28, Spring 2017 edition).

100% authentic satire



In response to a reprinted article in the Spring 2017 edition by *The Onion* entitled “Schools Forced to Cut Past Tense,” some readers expressed disagreement with using “fake news” or “unconfirmed sources” to make a political point.

This article is satirical in nature, and not intended as news. ■■



[... Continued from page 7]



On 3/06/2017, Dan Senor hosted a discussion on PBS’s *Charlie Rose* between Frank Bruni, an op-ed columnist for *The New York Times* and NYU professor Jonathan Haidt.

DAN SENOR: Last Thursday, Middlebury College experienced a scene that’s becoming increasingly familiar. Dr. Charles Murray, a scholar at the American Enterprise Institute, was invited to speak. A massive protest greeted him. The intent was not to simply express peaceful dissent, but to shut down his speech. Dr. Murray and the Middlebury professor who interviewed him ran into a mob of protesters, several of whom physically assaulted Dr. Murray’s interviewer and forced her to the hospital. The incident and others like it bring into sharp relief a growing tendency on American campuses, an intolerance for freedom of speech ... First of all, how did we get here? ...

Teachers College,
Columbia University



social institution ... the fundamental method of social progress and reform.”

At the same time the Lincoln School was founded, the Smith-Hughes Act of 1917 by President Woodrow Wilson made federal money available for the promotion of vocational education, opening the door to federal educational funding and oversight.

As public education continues to decline in both measured and perceived success, many are seeking ways to change our educational trajectory. Most American private, public, and Christian schools today use Dewey’s system as the foundation for everything from classroom methods to curriculum.

Classical education is different. It endorses a return to the classical model of education, a prevailing educational form for much of the previous 2000 years in Western civilization, and in America up until the Progressive Era. ■■

“Educating the mind without educating the heart is no education at all.”

—Aristotle



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FOR CITATIONS, visit ClassicalDifference.com/2017-summer.

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WHAT WERE THEY THINKING?

A BRIEF HISTORY of EDUCATION

- **THE DAWN OF SCHOOL**
THE GREEKS
- **THE NURTURE OF SCHOOL**
THE MEDIEVALS
- **THE UNLEASHING OF SCHOOL**
THE RENAISSANCE
- **THE FUTURE OF SCHOOL**
THE MODERN AGE & BEYOND

From the ancient Greeks, through the Medieval Era, to our Founding Fathers, education has been one of the most silent and yet powerful forces in human history. Like fashion, education is best appreciated as we look back in time. Only through this backstory can we see the important details that make classical Christian education great today.



The Greeks

The dawn of school

The making of a “morphos” in our children

Every two years, the whole world is captivated by the Greek-originated Olympics. Waterwheels, odometers, and the dreaded alarm clock are all gifts to us from the Greeks. Perhaps the Greek’s most enduring legacy is the unique educational project known as *paideia*.

In the fourth-century BC, the goal of the Greek *paideia* was flourishing. While we hear little about *paideia* today, it has proven repeatedly to have generational power to form a distinctive people. This can be a lesson for Christ’s church in difficult times.

In many respects, *paideia* began with a catalog of sorts—what we might call a “classical canon.” By the fourth century, these ancient texts summarized and organized what the Greeks considered the highest human virtues, and they functioned as the foundation for society. The most important author was Homer, who Plato considered the educator of Greece. Next in importance was Hesiod, who recorded authoritative genealogies of the gods and men. Over time, the Homer-Hesiod canon included all the major Greek poets: Sophocles, Euripides, Aeschylus, and Aristophanes.

To teach the virtues cataloged in the “classical canon,” the Greeks had two foundations in education: *musikē* and *gymnastikē*. These corresponded to the soul and the body, respectively. *Musikē* for the Greeks involved far more than we associate with the term today; it entailed anything inspired by the Muses, such as music, reading, writing, arithmetic, poetry, history, mythology, and science. *Gymnastikē* had two goals: first, to produce a healthy body and secondly, to cultivate the virtue of *engkratia* or self-mastery.

If we take the lead from classical Athens, we find that education was organized according to three main elements, typically taught each day in this order. First,

gymnastics and general athletic fitness started the day, usually in a Greek wrestling school called the *palaestra*. Second, there was the *kitharistēs* who taught music and the works of the lyric poets. Third, the *grammatistēs* taught reading, writing, and arithmetic, as well as literature. So at about the age of six, the child was accompanied by an attendant or *paidagogos* and taken to an instructor to learn to write and say his letters, memorize the poets, and be schooled in music. This early educational project had a goal that few Americans appreciate today.

The ultimate goal was what the Greeks termed *morphosis*, the transformation of the student into a particular kind of human person. Through *morphosis*, the heroism of the past could be embodied in the present—the virtues codified in the classical

The ultimate goal was what the Greeks termed *morphosis*, the transformation of the student.

canon could become habitual within the student. The student’s dispositions, inclinations, habits, and orientations, were considered harmonized with the moral order of the universe. But this early classical education had further to travel before it would become oriented to the Christian *paideia*.

To the many Greek accomplishments, Rome added road systems, the calendar, concrete, surgical instruments, and many more practical inventions. In education, the Romans developed Greek athletic facilities, building running tracks and monumentalizing the gymnasium as an integral part of the urban landscape. The Greek emphasis on rhetoric was developed further by the Roman scholars Cicero and Quintilian. And Roman boarding schools in cities such as Athens and Alexandria provided for stu-

dents a formalized learning community, made up of a new family of teacher and students, standardized gowns, and rules of etiquette.

True *morphosis* (or transformation) came with the Christianization of Greek and Roman classical education. By the time of Christ, the Greeks still used *paidagogos* (teachers) to raise children, but often with harsh and physically abusive methods. To this, Paul spoke in Ephesians 6:4, transforming classical education into classical Christian education: “And you, fathers, do not provoke your children to wrath, but bring them up in the *paideia* of the Lord.” Without this important background, we miss what Paul is asking of fathers. Paul was telling Ephesian (Greek) fathers not to do education like the Greeks (with harsh *paidagogos*), but to raise children in the *paideia* of God. When Paul calls on the Roman church to “be transformed (*metamorphos*) by the renewing of your mind” (Rom 12:2), he again refers to the Greek idea of transformation through *paideia*.

Early church fathers like Polycarp, Justin Martyr, Clement of Alexandria, and others were soon using classical education as a way of Christianizing the children of “the Way” (the early church). However, the enculturation that they sought was not Greek or Roman, nor was it citizenship in the shared life-world of the city-state; these early church fathers called for a transformation into Christlikeness, a true humanity, citizens capable of inhabiting the shared life-world of the City of God. ■

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Learn more about *paideia* at about.ClassicalDifference.com/the-paideia-factor.

It Wasn't As Dark As They Say

Medieval Era: 1,000 years of classical education



The Ambrose School, Meridian, ID

Looking at classical education throughout history

is like looking at a kaleidoscope of ideas, each inspiring various patterns and shades throughout the centuries, and creating countless themes and sources on which to focus.

For those of us seeking to renew classical Christian education in the U.S., the medieval period is one of the most interesting—dated often from the sack of Rome in AD 476 to the fall of Constantinople in AD 1453.

We cannot “go back” to the Middle Ages in the sense of time-travel, and should not in the sense of adopting antiquarian methods like hornbooks, quill pens, and inkwells (however tempting it may be). But we can go back in the sense of “revising an error” as Dorothy Sayers has memorably said.

It was the barbarian invasions of the Roman Empire that forced Christians into

a defensive retreat during the 1,000 years known as the “Dark Ages.”

We witness one protective response in St. Benedict (c. AD 480-543). He fled Rome and founded 14 monasteries during his lifetime, giving rise to the largest and most influential of the monastic traditions, the Benedictine.

After Benedict’s death, hundreds of monasteries were started throughout Europe, with a goal of providing a “knowledge of letters and the search for God” (Leclercq, 17). By AD 1215, the Catholic Encyclopedia reports there were some 37,000 Benedictine monasteries in almost every country in Western Europe—no small affair.

It is no secret that the monks preserved much of what we have from pagan, classical authors. The monastic school’s curriculum involved the study of grammar and a collection of traditional classical and pious literature. Grammar for the medieval was “to write, to read, to understand, and to prove.”

I, for one, am with Chesterton who regarded the church as “the one path across the Dark Ages that was not dark. It was a shining bridge connecting two shining civilizations” (*Orthodoxy*, “Authority and the Adventurer”).

While there was a flowering of learning in the 800s under Charlemagne, led by his educational reformer Alcuin of York, the greatest extension of learning started around AD 1000 and lasted for over 150 years, arguably continuing up to AD 1350. During this renaissance of learning, the curriculum was extended to include the study of the trivium arts (grammar, logic, rhetoric) and quadrivium arts (arithmetic, geometry, astronomy, music).

For further study

THE MEDIEVAL TRADITION OF EDUCATION

Clark, Kevin and Jain, Ravi. *The Liberal Arts Tradition: A Philosophy of Christian Classical Education*. Camp Hill: Classical Academic Press, 2014.

Leclercq, Jean. *The Love of Learning and the Desire for God: A Study of Monastic Culture*. New York: Fordham University Press, 1961.

Knowles, David. *The Evolution of Medieval Thought*. Essex: Addison Wesley Longman Limited, 1997.

Riché, Pierre. *Education and Culture in the Barbarian West: From the Sixth through the Eighth Century*. Columbia: University of South Carolina Press, 1976.



The educational setting and atmosphere of these monastic schools was often beautiful and tranquil; the monasteries were usually constructed around a garden, with a surrounding porch or breezeway, often decorated with painted frescos. The pattern of regular worship (the hours) and contemplative meals, complemented the studies, conversation, copy work, and manual labor.

The first universities grew out of cathedral schools such as those at Paris and Bologna, and the beginnings of the BA, MA, and PhD. Professional studies for law and medicine began to flourish in these university settings.

Let me note just a few benefits that come to us from the medieval period of education:

- ◆ It is varied: 1,000 years of history provides for many examples of both wisdom and outrageous folly.
- ◆ It established libraries as the educational norm.
- ◆ Learning was preserved and extended throughout Europe, in some cases even to the poor.
- ◆ Ancient classics were preserved.
- ◆ It kept alive and broadcasted the study of Christian doctrine.

- ◆ It provided opportunity for original research, study and writing.
- ◆ In many places it offered a blend of contemplative study, worship, prayer, and manual labor.

In this brief survey, it is hard to more than note the rich variety of medieval education and cite a list of strengths and benefits. Clearly this rich tradition is worthy of our study and emulation, so that we might revise our modern errors. ■■

CHRISTOPHER A. PERRIN, PhD, is president of Classical Academic Press at ClassicalAcademicPress.com.

Is Classical Education Useful?

Renaissance and Modern Era: Defining American Schools

In 1787, the American nation was born—“in many respects the most interesting in the world”¹—a self-governing republic based on natural truths of equality and liberty. This new political form required a new kind of citizen—one responsible for keeping elected powers accountable, not subject to an aristocracy. But did this new civic responsibility mean education of the citizenry needed to change?

Is there such a thing as a distinctly American education?

In “The Quest for ‘Useful Knowledge,’” Meyer Reinhold argues the Enlightenment era rejected classical learning as elitist and dated, instead basing education on a pragmatic hierarchy of means and ends. Education refocused on a vocational, utilitarian outcome, instead of knowledge for the preservation of culture and the formation of the human person.

In America, the change began with seventeenth-century Puritans, who introduced “guarded education,” which William Penn described as education devoid of the



“useless and sophisticated science” of the classics. Greek and Latin were considered part of the old-world, cultured elite, useless

and withdrawn from the egalitarianism of the West. Early Americans believed that, for self-government, every citizen (with

Jonathan Edwards Classical Academy, Nashville, TN



political rights) should be educated mainly to be a contributor to society.

The American founders had competing ideas about how to structure American education. Thomas Jefferson envisioned institutions structured on something like a “vocational aristocracy” of profession-based tiers. “It is highly interesting to our country, and it is the duty of its functionaries, to provide that every citizen in it should receive an education proportioned to the condition and pursuits of life,” Jefferson wrote to his nephew Peter Carr in 1814.

For example, the “Labored” only need “elementary education” in reading, writing, arithmetic, and geography. The “Learned,” on the other hand, require advanced education suitable to their profession, whether in science, technology, or academia. Only the Learned are classically educated. In the letter Jefferson explains course require-

ments for each profession—the most rigorous being the professorship in philosophy.

Benjamin Franklin was much earthier than Jefferson in his approach. Franklin rejected institutionalized education and seemed to prefer self-education based on curiosity and ordering oneself toward virtue. This reflects his own learning experience. Son of a candlestick maker, Franklin quit formal schooling at age 10, and was apprenticed at his brother’s print shop at age 12. He first began writing under a pseudonym, and grew in prominence through writing, innovation, and entrepreneurship. He valued the common man in a way Jefferson, a born aristocrat, perhaps could not.

The Jeffersonian legacy of institutionalized education persevered in today’s education system, whereas Franklin’s decentralized model based on entrepreneurship

did not. Neither of them, however, were as aggressive to remove the classics from American education as Benjamin Rush. “Classics, in spite of our friend Rush, I must think indispensable,” John Adams wrote to Jefferson in an 1813 letter.

Adams valued classical education as civic education. In a 1776 essay, “Thoughts on Government,” Adams argued for public-funded classical education: “Laws for the liberal education of youth, especially of the lower class of people, are so extremely wise and useful, that to a humane and generous mind, no expense for this purpose would be thought extravagant.” Adams didn’t assume that the end of liberal education was vocation. He understood the classical model formed the human soul and provided the foundation for a free society—this is what made it liberating. Indeed, in reflecting on his own life Adams



once remarked that he was a revolutionary so his son could engage in mercantilism and his grandson could be a poet.

The battle between the classics and utilitarianism in American education began at the founding of the nation and persists today. What began in the seventeenth century has evolved into twenty-first-century pragmatic public education—centralized and focused on “career readiness.” While some founders advocated for public funds

for the general education of the citizenry, they never could have foreseen the level of centralization and the suppression of religious thought that has occurred with an administrative state.

Politically, only the school choice movement—which allows parents to direct their child’s share of public dollars—allows for decentralization of education. Principally, only the classical education model—creating free and self-governing citizens—has

the ability to restore properly understood civic education and therefore a well-ordered society. ■

BRITTANY CORONA is a Senior Fellow at Sagamore Institute in Indiana, and previously worked for the Friedman Foundation for Educational Choice. She is a John Jay Institute and Claremont Institute Publius fellow.

¹ as remarked in *Federalist* No. 1.

The Next Chapter

Why we educate our children drives how we educate them

If the ancients created schools to instill a *way* or a *culture* among their children, the medievals to sustain a Christian view of the world, and the founding fathers to build a national and vocational tool, how should Christians be educating today? As is always

These two visions of “The Good Life”—Christian and American—are not necessarily in conflict, but one is much more full and expansive than the other.

the case, “why” informs “how.” Most of us want our children to live a Christian life, but our vision of “school” is shaped by the American view of “The Good Life.” These two visions of “The Good Life”—Christian and American—are not necessarily in conflict, but one is much more full and expansive than the other.



Cair Paravel Latin School, Topeka, KS

Since the early 1900s, a college education has been increasingly equated with economic security in America. In 1910, 20 bachelor’s degrees were awarded for ev-

ery 1000 people in the U.S. By 1991, over 280 bachelor’s degrees were awarded per 1000.¹ The path to the “middle class” has increasingly passed through college. A

hundred years ago, the path to becoming a doctor, lawyer, clergy, or a military officer was through a classical bachelor's degree because this developed wise practitioners for these complex human disciplines. Over time, a college education has become, not a vehicle to wisdom, but rather, a vehicle to wealth and security. As the purpose shifted, colleges and K-12 schools developed a laser-like focus on preparation for vocations that require extensive training. "The Good Life," in American education, is now narrowly focused on economic security.

The Christian view of "The Good Life" begins with our purpose: to "glorify God and enjoy him forever." Let's take these one at a time. To glorify God, worship must be a way we live life, not just a weekly church experience. To live a life of true worship, our knowledge, understanding, and wisdom about everything in the universe must be bent toward Christ. "Paideia," as discovered by the ancients, formed in children a sense of worship and truth. Children, the Greeks and early Christians believed, were malleable—not just in their values, but in their loves (or "affections"). Paideia is an ordered set of desires, a base of knowledge and beliefs, a collection of virtues, and a way of seeing the world that is cultivated into children. We absorb it more than we are taught it. Ultimately, paideia translates into the way we live as adults. Put yet another way, paideia is a description of the values we actually love, the truth we actually believe, and what we assume about the nature of our world. If done biblically, education bends our paideia toward Christ.

To "enjoy him forever," we must take education even further. This is where the classical pursuits of "truth, goodness, and beauty" are vital. To enjoy God, we must train our students to love what He loves. What art reflects His glory? What poetry contains His truth? What intellectual and moral virtues should we model and practice? How can our community support a life that is permeated with Christ-likeness? The medievals used classical education to do this in a way that goes far beyond wealth, security, and comfort. The depth

Faith Christian Academy, Kansas City, MO



of their joy was carried into their vision of education—classical and Christian.

With the higher "why" for education, we must now rethink our schools. In the waning years of the twentieth century, after 80 years of progressive education, some Christian parents found the American "school" anemic. Students might be trained for work, but were they able to glorify God and enjoy Him to the fullest? When these parents realized that progressive education could not meet this vital purpose, they sought answers from the medievals and the ancients.

As a reader of this magazine, you are probably involved in this rebuilding project.

I believe we're still in the first chapter of what will become yet another volume of God's great story of redemption. We are blessed that our children can once again pursue a vision for life that is virtuous, rich, and full of His glory. Oh, and as you probably already know, our graduates handle college very well too. ■■

—David Goodwin
ACCS President

¹ Table 28, *120 Years of American Education: A Statistical Portrait*. National Center for Educational Statistics.

[... Continued from page 7]



they don't ask, but instead find substitutes, and make something happen with what they have.

I know people have done studies on the benefits of such things, but it is simply my experience as a mother that makes their discoveries so joyful to me. I love what freedom from the need for entertainment does to their personalities—forming an eye that looks around for things they can do, ways they can change the world. Right now the world might just be the backyard, but it is their world, and I love what they can do with it.

My kids asked me once if they could please just watch a show?! I told them about the movie they were gonna watch. It was gonna be a bunch of kids, sitting on a couch, watching something. For an hour and half. Just sitting. Vegging out. Staring at the wall, occasionally laughing. “Would that be a good story? Would you love that movie?” They obviously thought it did not sound captivating. I told them, “Right. So go do something that would be fun to watch. Go be a good story, make a fun world, do something interesting.”

This probably is at the heart of what I want for summer to be at our house. A quiet story, if you are just watching it from

a distance, but a thrilling adventure for all those who are in it.

Summer is also a great time to encourage your kids to read for pleasure. Make sure you have a good arsenal of books going into summer break! If you don't already have motivated readers, you might encourage them with interesting new books and unplanned

hours. Compared to a trip to the water park, the book might not look enticing, but compared to a quiet afternoon at home it might start to feel the wonderful getaway it is.

With summer coming at us so quickly, I feel all the excitement of a new and completely empty season. It always feels like it will last forever, like we will have so much free time, and so much fun. In reality summer can be just as wild as the school year—but luckily it does wild in refreshingly different ways. ■■

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would be fun to watch.

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

Down the Hallway



"Blue Dog" Inspired
3rd Grade Students
Cair Paravel Latin School, Topeka, KS

Created after viewing a slide show on American Cajun artist, George Rodrigue, students used his "Blue Dog" as inspiration for these colorful drawings done in oil pastels. Artists chose their own tertiary color scheme.

Elliana Elkins
10th Grade
Jonathan Edwards Classical Academy, Nashville, TN

This charcoal drawing for a class assignment was submitted by art teacher Jami Shumate.



Gabrielle Fjellman
Middle School
Cary Christian School, Cary, NC

According to art teacher Alexis Booth, Gabrielle's assignment was to paint an African animal using watercolors and black glue.

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.

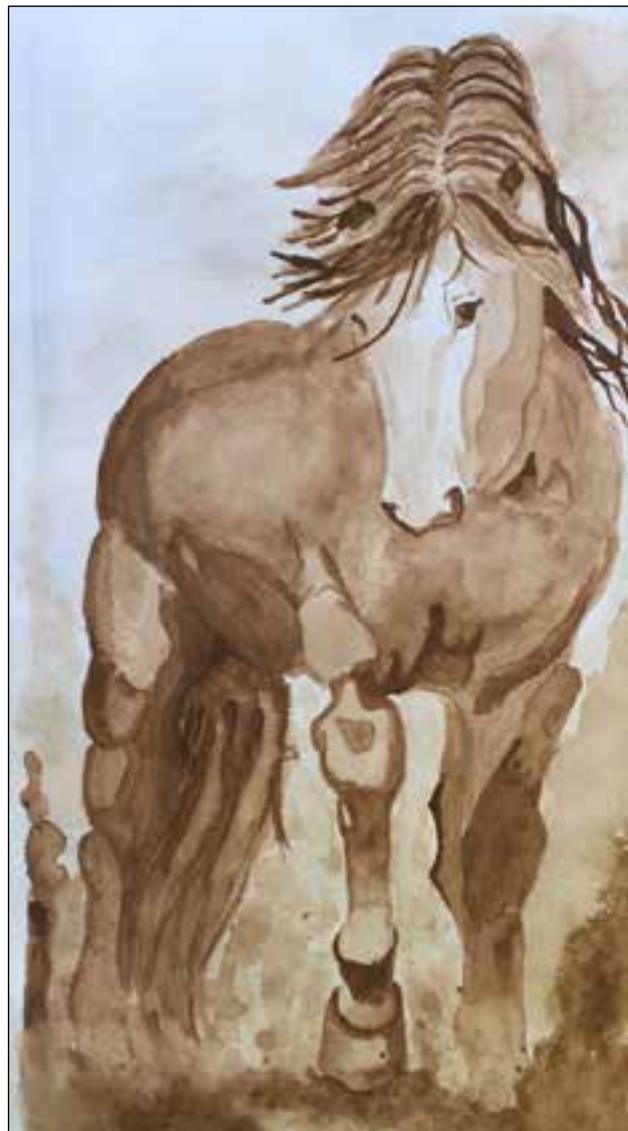


Grace Haugland
3rd Grade
Clear Lake Classical School, Clear Lake, IA

Grace used colored pencils to create this wood duck at home. Grace says, "I love animals and want to be a veterinarian some day."

"Majesty"
Shaylea Ahrends
11th Grade
School of the Ozarks, Point Lookout, MO

Shaylea created this painting for an 11th grade monochromatic (using only one color) watercolor assignment.



Climbing Hills to Tackle Mountains

The path to CERN



On a typical day, Andrew Brinkerhoff hops on his bike and pedals to work at the European Center for Nuclear Research (CERN)—home to the world’s largest and most powerful particle accelerator.

The 2005 Mars Hill Academy (Mason, Ohio) alumnus studied particle physics at the University of Notre Dame, followed by 18 months analyzing particle collision data in Switzerland at the European Center for Nuclear Research’s (CERN) Large Hadron Collider—the world’s largest and most powerful particle accelerator. His name is listed among those physicists who contributed to the Higgs discovery paper, which made international headlines in 2012 for the discovery of a sub-atomic particle that gives matter its mass.

Then, Brinkerhoff landed a post-doctoral position through the University of Florida, and he’s been working at CERN since August 2016.

“I didn’t even think about studying physics until my senior year of high school. I wouldn’t say I dreamed of becoming a physicist: I more or less fell into it,” said Brinkerhoff, who earned a perfect SAT score. “However, getting into physics late in the game (by some people’s perspective) and not having Advanced Placement (AP) classes in high school was no hindrance at all.”

**Not having
Advanced
Placement (AP)
classes in high
school was no
hindrance at all.**

In fact, Brinkerhoff attributes much of his success to his classical education at Mars Hill Academy: the wide historical and philosophical perspective, the ability to communicate, and an appreciation for learning in different fields—and the connections between them.

“I think the Mars Hill approach likely served me better than an AP approach. Building a good physics intuition and becoming adept at problem-solving are more important than having seen a certain set of content before college, where you will cover it again anyway,” he explained. “Also, studying physics and calculus in the same year at Mars Hill allowed each class to reinforce the other—which makes sense, given that Newton originally developed calculus in order to understand physics. Even in college, the first physics course is often algebra-based; so in that sense, I was already ahead of the game in high school.”

Brinkerhoff, who earned his bachelor’s degree in physics from Grove City College, found that many universities do not allow AP credits to replace core required classes in a technical field like physics or engineering. Additionally, students could get caught up in rote procedures but miss crucial details, “because they haven’t understood

first what the study is for, and thus haven't thought through how the logical sequence of a particular technique is designed to produce a certain conclusion."

"The key to effective research is a thorough understanding of both the internals of your work and its relation to other research, and an ability to communicate both the details and the big picture as part of a cohesive, compelling whole," he said. "In most technical fields, even though success is measured by communication (publications and conference talks), effective communication is little emphasized or taught. This means that even competent writers and speakers will stand out—and rhetors of the caliber that Mars Hill churns out even more so. ... This is why the skills of systematic, comprehensive analysis and intelligible, persuasive communication taught at Mars Hill are likely to serve its students better in all of those fields than additional technical instruction in any of them."

So, what does life look like for Brinkerhoff now?

Some 8,000 physicists work with CERN, hailing from nations across the world. About half work on site.

"Most of these work for one of the two major detectors, CMS and ATLAS, which perform similar functions, examining all the particles coming out of a collision," he explained. "Each is bigger than a house, and they are located 100 meters underground."

While working with the world's largest particle accelerator sounds intriguing, Brinkerhoff said little in the work itself is glamorous.

"As a post-doc, I spend eight to 12 hours a week in meetings, occasionally more, and try to shield my students from the same fate. A fair amount of time is spent preparing presentations, and most of the rest is writing, reading, and debugging computer code. A handful of hours each week goes to just thinking or discussing the right approach to problems. And then when you're writing a paper, lots and lots of editing," he explained. "That said, the problem solving is fun, and I occasionally even enjoy the coding itself.



The Globe of Science and Innovation, CERN

The most exciting moments have centered around big announcements.

"Students camped outside the auditorium overnight before the Higgs announcement, and there was also a packed house for the LIGO gravitational wave discovery, which was simulcast at CERN," he recalled. "It's something to go down to the experiment, or even to walk through one of the hardware-testing hangars the size of football fields. When you get outside the office, you catch a glimpse of the scale of the endeavor."

According to Brinkerhoff, the accelerator typically runs from May to December with collisions going on continuously, 100 million per second, for 8-16 hours at a time.

"One might wish that there were a few, well-motivated measurements we could do, and then know we were done; but one aspect of experimental physics is that we really don't know what we might find next, or how much data we will need to find it," Brinkerhoff said. "Many, if not most, particle physicists expected we would have

found new physics already. Since we haven't, predictions about what we might or might not find are even more uncertain."

Once Brinkerhoff's time with CERN is complete, he plans to return to the U.S. and become a college professor. He lives in Strasbourg, France, near Geneva, with his wife, Mary, and their infant son. ■■

LISA KNODEL is a freelance journalist and an MHA mom. A version of this article appeared on the front page of "Today's Pulse," a local paper in Mason, OH.

At Mars Hill, we aim to graduate students who possess a deep understanding of their world; the ability to discern truth, beauty, and goodness (Philippians 4:8); and the tools to think, learn, and influence the world for the glory of God.

MAKING
summer
MATTER

THE SUMMER GUIDE



camp WITH (SCHOOL) FRIENDS

School campouts can build memories and a stronger community

Camping is largely about having a good time together. How can it be better? Friends. And some of the best friends you can find are probably at your ACCS school. Why not invite them along?

When you arrive, the kids see their friends and are off! After the tent's up, grab portable seating and visit neighbors. They might already have a fire going!

Surprisingly, it takes very little effort to organize. You can do this on your own, or partner with another family or two.

1) PICK A LOCATION

Find a campground, preferably with facilities—perhaps a state park that's not too busy or a favorite family campground that takes reservations.

2) FIND A TIME

Pick a date and time. Reserve a location for yourself. Don't worry—everyone won't be available. That's OK. Just try to avoid official school events.

3) SEND OUT WORD

Send a notice to your school or class via newsletter, email, or other means of communication. Depending on the location size, you may want to limit the audience for the invitation to your kids' classes, or, invite the whole school! The best time to send notification is just before school lets out. Be sure everyone knows they're on their own for tents and campers, or if the campground has rental cabins.

4) SPECIAL INSTRUCTIONS

Make sure the time, date, and location are clear, along with the location you reserved for yourself so people can find or reserve their own spots nearby. Mention any special instructions, such as bringing fishing gear if there's a lake or bikes if there are trails.

Then your part is done. Don't worry about who shows up. If it's only you, you'll enjoy some family time. If the whole



school shows up, you'll have more memories to share.

You can expect things like impromptu campfire discussions with adults only, because all the kids are off playing; a larger dinner than you planned because your four hotdogs turned into a community potluck; extra children you didn't know before, sleeping in your camper; and stargazing with others who appreciate their maker. ■

Unplug and reconnect

Some of you might not have a lot of experience with camping (or maybe you've had your fill), and might be asking, "Why undo thousands of years of civilization?" Because, there's simply no better way to get away than to go away. Fellowship is blocked by phones, movies, earbuds, and to-do lists. Some of us also worry about how those beautiful mountains of trees and lakes somehow turn into mountains of laundry when we get home. Perhaps there is a better way to view downtime. Perhaps it is possible to "lean into the labor of rest"—a topic we'll talk about more in the next issue.



THE *labor* OF REST



Take some steps to safeguard the downtime

CAMPING MIGHT BE ON TOP OF THE TO-DO LIST FOR THE KIDS, BUT THERE ARE OTHER ACTIVITIES WORTHY OF OUR ATTENTION. READING, SPENDING TIME AS A FAMILY, FELLOWSHIPING, AND SERVING OTHERS ARE POSITIVE GOALS FOR ANY SEASON.

BEAUTIFUL NO



Say “no” to two out of every three opportunities. Cut out the chaos. Interesting but non-essential commitments go, asap. It sounds elementary, but it works—beautifully!

ONE GOOD THING



Choose only one good activity per weekend for the calendar ... build in time to just be at home.

THAT THING YOU ALWAYS WANTED TO DO



Prepare and plan so that you’re ready to do that thing you always wanted to do. Check out books on constellations. Pick up bike tubes at Wal-mart. Go ahead and grab that potting soil and those seeds. Being busy can keep us from being able to prepare for better things.

QUALITY OF FAMILY LIFE



Have a screens-free time every evening. Build in time to sit together and play a puzzle, learn to make scones (they’re really not that scary!), or play a “get to know you” game under a blanket-fort in the living room ... even teens might get in on this if mom and dad do, too!

MARGINS



Plan for the emotional and physical toll. Sometimes a day at the waterpark doesn’t leave much for the next day. Plan meals, snacks, and restful activities for the next day ahead of time ... mama will be tired, too! Make your one activity to finally get those seeds planted.

THE NEAR MISS



My baby is eight ... we have the options of summer camps, but I’m leaning toward pool dates and library visits; sometimes she’ll still let me read her stories and this will likely be the last summer she’s interested at all in picture books. I’m going to sneak some in before it’s too late!

THOSE PEOPLE



Be friendly—sit together on a blanket in the front yard, reading a book aloud, waving at neighbors, but be prepared to be interrupted for a chat! Go to the park with the intention of meeting a few new families. Bring a frisbee, and invite kids you don’t know to play with you. Build some new connections. ❖

Our first camping trip of this year was during Spring Break, just ten weeks shy of summer vacation. Ask our kids, and they’ll affirm that camping is the new primary objective for summer.

Ask our calendar, however, and you’ll hear are sounding “maybe.”The weekends and weeks are already full of conferences, camps, and celebrations (graduations and weddings and birthdays, oh my!). What I want to know is: when are we going to rest? What they want to know is: when are we going camping?!

JENNIFER KAUFMAN is currently a stay-at-home mom of four, grades 2–8. She and her husband, Arron, Dean of Mathematics at Covenant Classical School, live in Fort Worth, TX.

FAMOUS *composer* BINGO!



VISIT
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M-U-S-I-C

Anyone 18 or younger who submits a picture of a completed card, with their parent's signature on it, is entered. Unlimited entries. **ENDS JULY 1.**

★ **2 WINNERS** ★

M	U	S	I	C
George Frideric Handel	Sergei Prokofiev	Claude Debussy	Pyotr Ilyich Tchaikovsky	Jacques Offenbach
Georges Bizet	Henry Purcell	Edvard Grieg	Gustav Holst	Wolfgang Amadeus Mozart
Johannes Brahms	Felix Mendelssohn	FREE SPACE	Edward Elgar	Giuseppe Verdi
Gioachino Rossini	Giacomo Puccini	Sergei Rachmaninoff	Béla Bartók	Robert Schumann
Niccolò Paganini	Ludwig van Beethoven	Richard Wagner	Franz Liszt	Maurice Ravel

Make classical music part of your summer

Whenever your kids hear classical music, have them mark the composer name on a Bingo card. Here are some digital suggestions that will identify the composer's name.

AMAZON PRIME

1. Amazon.com > Your Account > Your Prime Membership > Prime Music > Listen Now
2. Type "Classical" in the search bar. You will see Artists, Stations, Songs, Albums, and Playlists.
3. We suggest the Station called "Classical Focus" or the Playlist "Classical for Kids" (only 20 songs but a fun place to start).

PANDORA

1. Go to: www.pandora.com*
2. Type in "Classical"
3. Scroll down through the list to the station called simply "Classical."



USING ECHO OR ECHO DOT?

Just ask Alexa who's playing.

*NOTE: Some people have complained about inappropriate ads or cover images while using Pandora. While our kids have not experienced this, it's a good reminder to be vigilant about all things online.



listen AND READ

Audiobooks for summer afternoons

It's a hot day, and everyone is looking for some shade—a perfect time to make a summer tradition of gathering around the electronic device of choice for a good story.



archetypes and real-life consequences of similar character flaws.

FLAVORFUL THE DRAGON'S TOOTH: ASHTOWN BURIALS, Book 1



By N. D. Wilson
Narrated by Thomas Vincent Kelly
Length: 13 hrs and 8 mins
★ 4.4 (108 ratings)

Unusual, engaging, artistic, and instructive. For age 12+, probably for a bit of intensity and violence, but we know a 9-year-old who enjoyed it. It moves fast, so don't pick this one to relax.

MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN



By Ransom Riggs
Narrated by Jesse Bernstein
Length: 9 hrs and 41 mins
★ 4.3 (12860 ratings)

Described as quirky, dark, intriguing, and thrilling. CommonSenseMedia.org puts the age for this book at 13+, but it contains positive messages for the older crowd.

NOTE: There were an unusually large number of people who did not like the narrator on this one—the same narrator as Percy Jackson. Listen first, or try from the library.

CLASSIC THE JUNGLE BOOK



By Rudyard Kipling
Narrated by Alan Munro
Length: 5 hrs and 50 mins
★ 3.8 (31 ratings)

Good for any age. While



Note: All versions are unabridged. Rankings and information are from Audible.com, but check your local library for a cheaper alternative.

THE YOUNGER SET MAGIC TREE HOUSE COLLECTION: Books 1-8



By Mary Pope Osborne
Narrated by Mary Pope Osborne
Length: 6 hrs
★ 4.4 (752 ratings)

While some reviewers found these books a bit dull even for the 6+ recommended age, most found them entertaining and educational. Note magic is involved in transporting the kids throughout history.

THE SPIDERWICK CHRONICLES, Volume I: Books 1 & 2



By Tony DiTerlizzi, Holly Black
Narrated by Mark Hamill
Length: 2 hrs and 8 mins
★ 4.20 (392 ratings)

Many reviewers thought the books better for age 10+, contrary the 6+ of CommonSenseMedia.org, but praise was high for listening to Luke Skywalker narrate. Oh, and cat lovers should watch out for the goblin camp in book 2.

NEWER THE LIGHTNING THIEF: PERCY JACKSON AND THE OLYMPIANS, Book 1



By Rick Riordan
Narrated by Jesse Bernstein
Length: 10 hrs and 2 mins
★ 4.4 (7724 ratings)

“A fun read for anyone, and a great read-aloud for a class studying mythology” according to common-sensemedia.org. On the darker side, there is some attitude and violence, and the “demigods” are kids resulting from affairs between the gods and humans. *NOTE: There were an unusually large number of complaints about the narrator. Our family did not have complaints, but you might want to listen to an excerpt first.*

FABLEHAVEN, BOOK 1



By Brandon Mull
Narrated by E. B. Stevens
Length: 9 hrs and 13 mins
★ 4.4 (1305 ratings)

A bit slow to start, but the whole series often appeals to younger and older kids alike. Many negative reviews center around the disobedient and selfish Seth character. You might want to discuss literary



many reviewers complained about the reader's deep voice and odd timing, our family thought the voice on this recording made it memorable and engaging.

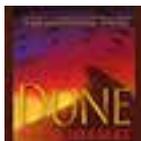
MYTHOLOGY
NORSE MYTHOLOGY



By Neil Gaiman
Narrated by Neil Gaiman
Length: 6 hrs and 29 mins
★ 4.7 (9211 ratings)

A high school junior at our local classical school recommended it. But it's not Disney. While CommonSenseMedia.org gave it a positive review, some parents considered it too violent.

SCI-FI
DUNE

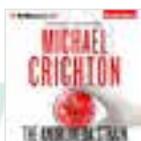


By Frank Herbert
Narrated by Scott Brick, Orlagh Cassidy, Euan Morton, Simon Vance, Ilyana Kadushin
Length: 21 hrs and 8 mins

★ 4.5 (25287 ratings)

This is a dramatization, with multiple cast members providing voices. This can make the complex plot and multiple characters easier to follow. *Dune* is definitely for older kids and adults due to themes and complexity, but is a science fiction classic.

THE ANDROMEDA STRAIN



By Michael Crichton
Narrated by David Morse
Length: 8 hrs and 15 mins
★ 4.0 (4271 ratings)

This will most likely bore

young kids, but might be the perfect read for teenagers in the rhetoric stage. (Beware of the lengthy scientific reports that no one had ever read, until the guy had to read them word for word on the audiobook.)

MYSTERY
SHERLOCK HOLMES



By Arthur Conan Doyle
Narrated by Stephen Fry
Length: 62 hrs and 3 mins
★ 4.70 (511 ratings)

Although it seems the general consensus is that kids can start reading Sherlock Holmes at age 12-14, listening can happen earlier as long as your kids can understand the concepts, and can deal with themes such as murder and revenge.

**MURDER ON THE ORIENT EXPRESS:
A Hercule Poirot Mystery**



By Agatha Christie
Narrated by Dan Stevens
Length: 6 hrs and 37 mins
★ 4.6 (2079 ratings)

The notes on this audiobook are the same as for *Sherlock Holmes* above. However, we can say from experience that this particular audiobook held the attention of three kids, aged 11-17, on a 4-day roadtrip in an RV.

**YOU MIGHT NOT
KNOW ABOUT
THE BOUNDLESS**



By Kenneth Oppel
Narrated by Nick Podehl

Length: 8 hrs and 7 mins

★ 4.4 (101 ratings)

CommonSenseMedia.org gave this one five stars for positive messages and historical accuracy, with a slight ding for "mild" language. Named a 2015 Notable Children's Recording.

FOR THE EDGY
HITCHHIKER'S GUIDE TO THE GALAXY



By Douglas Adams
Narrated by Stephen Fry
Length: 5 hrs and 51 mins
★ 4.5 (19670 ratings)

This irreverent and absurd science fiction classic might not appeal to all. There are off-color references throughout, but CommonSenseMedia.org lists it as 10+ and says, "despite the dry, rather snide, humor, the author raises many issues, including materialism, the nature of existence, the role of bureaucracy, and lots more." Our whole family (minus the carsick one) thoroughly enjoyed this on a road trip, and the laugh-out-loud moments were numerous.

FAIRY TALES
THE PRINCESS AND THE GOBLIN



By George MacDonald
Narrated by Brooke Heldman
Length: 5 hrs and 19 mins
★ 4.6 (48 ratings)

A Victorian fairy tale by one of C.S. Lewis's favorite authors, George MacDonald. Originally published in 1872, and still loved today. They don't write them like this anymore! ■■



DRINK DEEP



FAST FACTS

- Student/teacher ratio: 13 to 1
- 80% of students receive private scholarships from NSA
- Tuition: \$12,100 annually
- B.A. in Liberal Arts & Culture
- Graduates go on to work in law, business, economics, education, ministry, and more

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- Protestant and Reformed in our practice of the Christian faith
- 100% of our students live in the community either in family homes or in apartments with other students
- Students find many opportunities to serve in the community and be mentored in their faith as they pursue their degree
- No federal funding— to keep the pursuit of our vision uncompromised



“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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Home for the Summer

I wish I had more time to read ...

... L. FRANK BAUM

If I ever go looking for my heart's desire again, I won't look any further than my own back yard. Because if it isn't there, I never really lost it to begin with.

— *The Wonderful Wizard of Oz*

... ROBERT FROST

Home is the place where, when you have to go there, they have to take you in.

... HOMER

There is nothing more admirable than when two people who see eye to eye keep house as man and wife, confounding their enemies and delighting their friends.

— *The Odyssey*

... J.R. MILLER

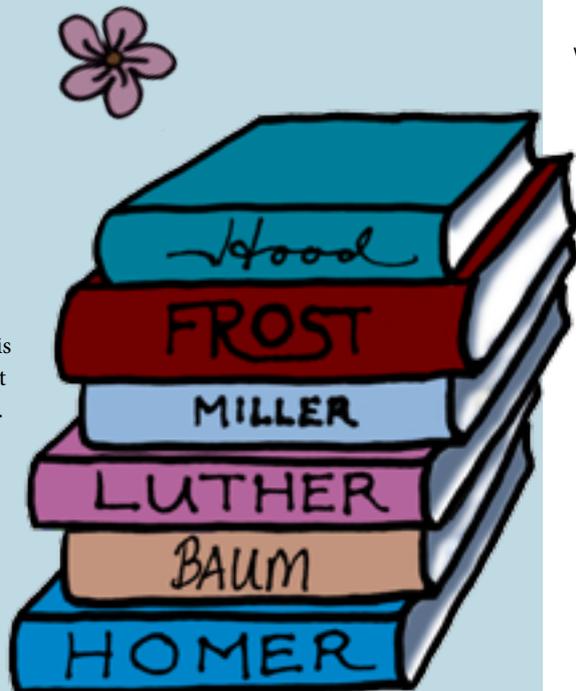
Few things we can do in this world are so well worth doing as the making of a beautiful and happy home. He who does this builds a sanctuary for God and opens a fountain of blessing for men.

... THOMAS HOOD

Peace and rest at length
have come
All the day's long toil is past,
And each heart is
whispering, "Home,
Home at last."

... MARTIN LUTHER

What you do in your house is worth as much as if you did it up in heaven for our Lord God. We should accustom ourselves to think of our position and work as sacred and well-pleasing to God, not on account of the position and work, but on account of the word and faith from which the obedience and work flow.



May 14 may have come and gone,
but we wanted to wish you all...

Happy Mother's Day

Mother



Mother, loving, gentle, kind,
Lots of dirty socks to find!
Washing, cleaning, cooking, baking,
A lovely home she's always making.

Mother

Changing diapers, feeding mouths
Listening to the children's howls
Rocking babies to sleep
She helps us when we're weak.

Mother

Going on picnics, vacations, and walks
She listens to us when we talk.
Off to teeter-totters and monkey bars
She buckles us up in the car.

Mother

When we need help she's always near
And when we cry she dries our tears.
She helps us through the trials of life
Even through sibling strife.

Mother

When we grow up from child to teen,
We think Mom is a beauty queen!
"Pretty is as pretty does"
And Mom is pretty, always was.

Mother

My mother watches as I walk down the aisle.
I look and see a tear and a smile.
A mother's love can never end.
I know she will always be my friend.

Mother

I'm so thankful she's my mother;
I would want no other.
In all the world no one,
Could do the things my mother has done.

Mother

By Kathryn Hindman, Greenville Classical Academy,
Greenville, SC, 5th Grade Poetry Project

Reaching Out



■ ST. STEPHEN'S ACADEMY,
BEAVERTON, OR

What did you do this summer?

The week before school started, Advanced Art students from St. Stephen's put their skills to work painting a vibrant, cheerful mural on the otherwise bland walls near the emergency room of Providence St. Vincent Medical Center in Portland, OR. Students in the Art Honor Society receive a pin if they perform enough community service. According to fine arts teacher Kathy Mier, "some students lavished so much time on that mural" that they earned their pin before the school bell rang in the 2016-17 school year.

■ WESTMINSTER ACADEMY,
MEMPHIS, TN

Kids helping kids

Westminster playtime just got a little more exciting thanks to the class of 2022. They were inspired to leave behind a legacy for the lower school upon their ascent from sixth grade to the upper school, and their gift came in the form of a new Gaga Ball pit. The sport, which originated in Israel, became popular among students who discovered it at last year's fall retreat.

After several (hot) August workdays where students hauled rocks, dug in the dirt, sawed, hammered and spread mulch, the Gaga pit was born.



■ CHRISTIAN HERITAGE SCHOOL, LONGVIEW, TX

Helping start a classical Christian school

Christian Heritage School held a “Wear What You Want Wednesday” earlier this year to raise funds to ship used curriculum to New Providence Classical School in Nassau, Bahamas. Students paid \$3 to skip dress code for the day. Bethany Headrick, the school’s librarian, said it was a privilege and blessing to help a startup classical school in the Bahamas.



■ HORIZON PREP SCHOOL, RANCHO SANTA FE, CA

A sweet reward

Horizon Prep students raised over \$36,000 this year for missions organizations around the world! Because they worked so hard, students were given a break from the classroom to spend some time turning two of their teachers into banana splits.



■ THE GENEVA SCHOOL, WINTER PARK, FL

SALT: Serving And Learning Together

Geneva believes in an active translation of “be salt.” Each year, they take a day off from school and serve their community instead. SALT is Geneva’s annual school fundraiser, helping expand the school’s tuition assistance program. Around 700 students, teachers, and parents donate approximately 3500 service hours to the community in one day, sorting and stocking shelves at food pantries, planting gardens, cleaning up local parks, and making seniors smile at a retirement home.



For credits, YouTube videos, and original articles for any of these stories, visit ClassicalDifference.com/2017-summer.

ACCS Member Schools

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

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



St. Stephen's Academy,
Beaverton, OR

Paideia

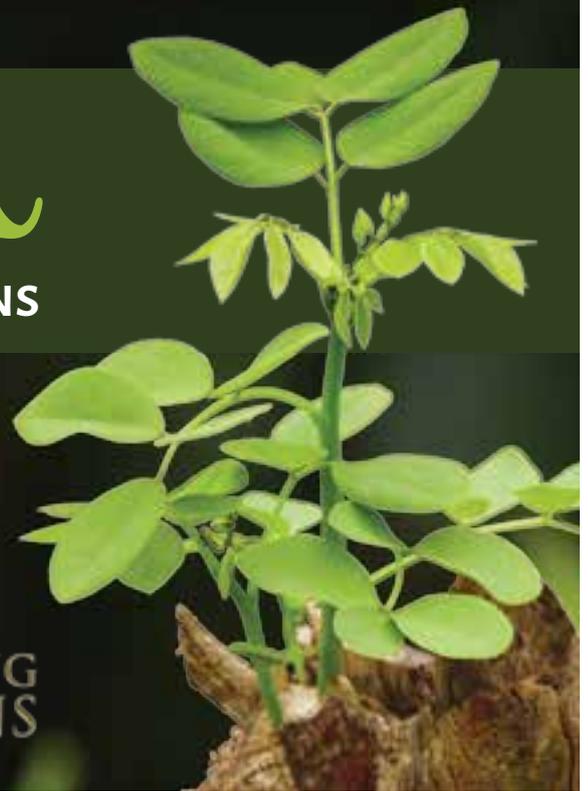
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