

THE CLASSICAL

VOLUME 6, NUMBER 3 | FALL 2020

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FAMILY WORSHIP

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THE CLASSICAL DIFFERENCE:
VOL. 6, NO. 3, FALL 2020.

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INFORMATION: *The Classical Difference* is a publication of the Association of Classical and Christian Schools (ACCS). Views expressed in *The Classical Difference* do not necessarily represent the views of the association or our members. Our goal is to inform and expand the community of supporters of classical Christian education. *The Classical Difference* is published four times a year and is mailed, at the request of member schools, to parents who have enrolled in ACCS member schools. If you do not wish to receive this publication, please contact our offices at the email address below. If you wish this publication to be mailed to a friend or relative, please contact us. Gift subscriptions are available. **ADVERTISING:** information@ClassicalDifference.com. **SUBMISSIONS:** *The Classical Difference* welcomes your submissions. If you have a quote, story, article, photo, letter or other submission, visit www.ClassicalDifference.com/submissions. Submissions may or may not be published or compensated. Compensation is dependent upon length and placement. **CONTACT:** information@ClassicalDifference.com. **COPYRIGHT:** ©2020 by the Association of Classical and Christian Schools (ACCS). All rights reserved. A publication of the ACCS. **WEBSITE:** www.ClassicalDifference.com.

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Family Worship & Culture

A Good Story

Every family has a story. I'm not talking about that funny story from vacation last year, or from that quirky uncle in the family tree. I'm talking about a narrative that underlies what your children believe—and what you believe—about everything. If our “worldview” is how we think about our world, our “world-story” provides the context through which we understand things. From the youngest ages, our children build a story-tree on which they hang the things they learn.

The story undergirding every Christian home should be a continuation of the biblical narrative. We can see an example of the importance of “narrative” when Jesus asks what stories people are telling about him in Matthew 16. The disciples answer, “Some say John the Baptist, others say Elijah, and others Jeremiah or one of the prophets.” Jesus then asks them what story the disciples believe. “You are the Christ,” says Peter, “the Son of the living God.” Everyone saw the same Jesus. They had the same set of facts. Jesus healed in front of them. He preached in front of them. He prophesied in front of

them. For many, their story—and thus their imagination—could only see the Messiah as a politically powerful leader. Some Pharisees believed Jesus was a demon. Yet, he was, in fact, their long-awaited messiah. Stories offer powerful persuasion.

Christians, sadly, are succumbing to a world-story that comes not from Christianity, but from our post-Christian culture. This revised story has new heroes, with Christ and his followers as the antagonists.

A Nazarene university near me recently changed their mascot from the Crusaders to the Nighthawks after 100 years. The university bought into the revisionist story that vilifies Christianity. This is an ironic, though all-too-common, situation. Our culture portrays crusaders as a brutal, xenophobic group of Western Europeans who swept into the indigenous lands of the Palestinians to seize Jerusalem and the surrounding lands out of a quest for power and wealth. Many Christian colleges play along, so they can be accepted.

A hundred years ago when their mascot was presumably selected, the

prevailing cultural story asserted that the Crusades represented Christian resolve to liberate the Holy Land and push back Muslim conquerors who brutally threatened all of Europe militarily. Without those actions the nations of the northern Mediterranean from Greece to Spain, and possibly further north, would likely be as unstable, dictatorial, and tumultuous as the Middle East and North Africa are today. People believed that version of the story as fervently as many believe today's. This historical view does not excuse instances of brutality by individuals, but it does contextualize it.

While ACCS schools can help to restore a Christian historical narrative, more important groundwork can be laid at home. This groundwork begins in a theological story.

Families play a vital role when they teach their children to understand the world biblically and theologically. We need little theologians before we need scholars. And, that's where family worship comes in. If our children repeatedly hear the story of God's plan from Scripture, they can have a tree on

We need little theologians before we need scholars. And, that's where family worship comes in. If our children repeatedly hear the story of God's plan from Scripture, they can have a tree on which to hang the facts they hear.

which to hang the facts they hear. We don't need to couch every discussion in current events. Repeated exposure to the stories of Scripture will do the trick.

The biblical narrative is complicated—more like “Moby Dick” than “Dick and Jane.” Why are heroes like David so flawed? Why does God seem to change his mind? Why are God's chosen people so prone to wander? Why does God order the destruction

of the Canaanites? The stories in Scripture are not meant to stand alone. They weave into a meta-narrative that spans millennia. Family worship gives parents the chance to fit the story God tells into a theological narrative, day after day, throughout the growing-up years. If theology isn't your thing, you can get help from a variety of catechisms, or from the *Family Worship Bible Guide* highlighted in this issue.

In Deuteronomy 6, God instructs parents to tell the story of God's kindness toward the tribes of Israel. Classical Christian education can strengthen and deepen the Christian narrative if it is already present in the home, but rarely can it counteract the gale force winds of the culture alone. To get your money's worth out of your classical Christian school, my advice is to spend a little less time on homework and a little more on family worship. By telling God's story, over and over, we can inoculate our children to the virulent ideas of this present age. ■■

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



St. Stephen's Academy, Beaverton, OR

MORE SO THAN IN OTHER CULTURES, Christianity and the Western tradition holds high the concept of Truth, as arrived at by facts and reason and distilled through the free exchange of ideas and civil discourse—the *Great Conversation*. For this reason, when we look at the Crusades or slavery or other histories, we do not need to arrange every fact to fit our own “perfect” narrative. Because we believe God is sovereign, the Western tradition believes the True story should be found and told—it's God's story, after all. Rewriting the narrative to hide Christian failings would be inconsistent with Christian theology.

A new historical meta-narrative has recently emerged as the “go to” curriculum for today's public schools. It's called the 1619 Project. Originally published in the *New York Times*, this narrative is now influencing the story told in many American classrooms. It recasts all of America's history in the context of slavery and a narrative of “institutional racism.” Scholars, many of them ideologically left-leaning progressives, have challenged the narrative of the project because the facts don't bear it out. Nonetheless, our children will grow up in a world that tells this “alternate history.” Many educators today believe that historical facts are less important than promoting a social agenda. We see the results of this worldview in classrooms that require textbooks rather than original sources, and employ lectures rather than Socratic discussion. We believe that only with a true education can our future citizens promote and flourish in a free and good society. Only by teaching them Truth can they learn to recognize—and abhor—falsehood.



Buffalo Creek Boys School, Lexington, VA



CLASSICAL NEWS

2-DAY LATIN-ONLY EVENT HELD IN TEXAS

Classical students and teachers from four states joined together this January to engage in wonderful conversation. Latin and Greek immersion experiences gather people from around the world to keep the ancient

languages alive, bolster proficiency and appreciation, and train scholars

BIDUUM: LATIN FOR "TWO DAYS"

to read and translate ancient original manuscripts. Hosted by Covenant Classical School in Fort Worth, TX, these classical schools banded together to make the same sort of opportunity available to their students locally through *BIDUUM IV*, a two-day language immersion event for students, teachers, and parents.

For younger students, the days were filled with short lessons in speaking followed by games carefully designed to loosen their Latin tongues. *Praeceptor* (instructor) Jillian Noe explained that young students' eagerness and

[Continues on p. 12 ...]

LATIN IS THE LANGUAGE in which the most sophisticated thoughts of the Western world were expressed, and studying it allows learners to get a better grasp of their own present and thus gain a more profound understanding of manifold aspects of our lives and culture.

— University of Kentucky



Would you like information on hosting a similar event at your school?
Visit: ClassicalDifference.com/latin



DIY Parenting

TEACHER POLL: MUST-READS for PARENTS

According to many of our teachers, it's not uncommon to hear parents say, "I wish I could go back to school!" While we can't help with that, the next best thing for parents to do is find their student's reading list, and join in. You might see some eye rolling from your student when you sit down at dinner and say, "That Boethius was really something today, don't you think?" But we believe the resulting conversation(s) will be worth it.

Another great way to engage with your student's education is by setting your own foundation. Here are the top three selections, according to our teachers, on the "Parent Must-Read List."

TOP 3 MUST-READS*

- **On the Incarnation**
by Athanasius
- **Tale of Two Cities**
by Charles Dickens
- **Confessions**
by Augustine

HONORABLE MENTION

- **The Divine Comedy**
by Dante Alighieri



A teacher favorite, we noticed it always came with the warning, "Don't try this alone." For company, our teachers recommend taking along Jason M. Baxter's *A Beginner's Guide to Dante's Divine Comedy*.

*This list was created from a teacher poll and was previously published in the Winter 2018 issue.

BUT IN READING great literature I become a thousand men and yet remain myself. Like a night sky in the Greek poem, I see with a myriad eyes, but it is still I who see. Here, as in worship, in love, in moral action, and in knowing, I transcend myself; and am never more myself than when I do.

— C.S. Lewis



For an overview or a discussion starter about the "Great Ideas" of the Western world, visit: ClassicalDifference.com/great-ideas

Century Watch

THIS YEAR IN HISTORY: 1320

FREEDOM!

The Declaration of Arbroath, considered by some historians to be the most famous letter in Scottish history, was:

- written in Latin
- considered to be one of the most powerful pieces of rhetoric written by the Scots
- the first document to state the authority (and intention) of a people to depose their king if necessary

“As long as but a hundred of us remain alive, never will we on any conditions be brought under English rule. It is in truth not for glory, nor riches, nor honours, that we are fighting, but for freedom—for that alone, which no honest man gives up but with life itself.”

The Declaration of Arbroath was written in 1320, six years after Robert the Bruce defeated the English at the battle of Bannockburn, and 25 years after the war for Scottish independence had started. The letter itself is extraordinary because, though it affirms Robert the Bruce’s right to rule, it also states that the people of Scotland will depose him if he ever attempts to bring them under English rule.

We have been set free ... by our most tireless prince, King and lord, the lord Robert ... Yet if he should give up what he has begun, seeking to make us or our kingdom subject to the King of England or the English, we should exert ourselves at once to drive him out as our enemy ... and make some other man who was well able to defend us our King.

Written to the Pope, it states clearly that the Scots intend to fight for their freedom—with or without Robert the Bruce—and appeals to him to help end the war with England. Why did they write to the Pope? The Pope had excommunicated Robert the Bruce and the community of Scotland, which included the clergy, in part because Robert did not see eye-to-eye with the Pope and therefore ignored his papal decrees. If the people of Scotland persuaded the Pope to recognize Robert the Bruce as the rightful king, then, they hoped, the fighting would end.

Michael Brown, professor of Scottish history at the University of St Andrews, Scotland, states of the letter: “Produced at a moment of real crisis, it contains a **daring argument being articulated via powerful language.**”



Check out the facts for yourself! To see a list of sources, visit: ClassicalDifference.com/2020-fall



Photo courtesy of Visit Angus, www.VisitAngus.com.

Similar to the Magna Carta, written 95 years earlier in 1215 AD by the barons of England to the infamous King John of the Robin Hood legend, it declared limitations of a ruler’s power, and the people’s right to just and fair rule. But, unlike the Magna Carta, says Professor Brown, “*It was not a detailed statement of legal rights but a piece of rhetoric*

[Continues on p. 13 ...]

Through the Looking Glass

AFTER SCHOOL STARTS ...

ROSE

I have a bear,
Her name is Rose.
She has a red dress,
As red as a cherry.
At night we talk
Together in whispers
Of laughter.
Rose is soft,

Her eyes are like
New glass.
Her little shoes are
Candy.
Now she sits on
My bed alone,
Waiting for me,
To come home.

—**FAITH BAKKER**, then 5th grade, Providence Christian Academy, Dyer, IN. This was an assignment to write about a childhood memory or a toy.



Worship!

FAMILY WORSHIP—leaving a legacy for your kids is easier than you think.



by **STAFF WRITER**

Imagine your pastor stopping by your house this afternoon to remind you that you'll be censured by your church sometime soon if you don't get family worship

going. According to Pastor Joel Beeke, this was a practice in Puritan communities (not really very long ago in the scope of history) because family worship was considered a commonplace and primary duty of parents, and specifically fathers.

Family worship has fallen on hard times, but then again, so have many other things recently, such as leaving the house. As Keith Getty says, "In these difficult days when so many people must stay at home, we think there is a tremendous opportunity for families to build new habits." (See more on pg. 14.)

One of the most important habits to consider developing (or continuing) is family worship. Dr. Beeke, a pastor, professor, and 2020 Repairing the Ruins conference speaker, is committed to re-establishing family worship because he knows firsthand what it can do.

This article is a synopsis of a talk given by Dr. Joel Beeke at the 2020 Repairing the Ruins Conference.

For my parents' 50th wedding anniversary, we siblings all agreed to thank mom for one thing and dad for one thing. We all thanked mom for her secret prayer life, which was very powerful. But my dad's was more unusual. He read *Pilgrim's Progress* to us and conducted family worship for all 20 years I was at home. All five of us chose to thank my dad for those amazing times.

My older brother said, "Dad, I want to thank you that I never had to doubt the existence of God. My oldest memory in life is sitting on your lap when I was three years old and you were leading us in family worship. You were weeping as you talked about our souls. And I remember thinking, God is real. So, thank you, Dad."

Thousands of years before the Puritans, Joshua spoke some final words to the Israelites before he said farewell.

Now therefore, fear the Lord, serve Him in sincerity and in truth, and put away the gods which your fathers served on the other side of the River and in Egypt. ... Choose for yourselves this day whom you will serve ... But as for me and my house, we will serve the Lord.

—Joshua 24:14-15

Later in verse 31, we read that the generation after Joshua also knows the works of the Lord and serves Him. According to Beeke, this is one example of how God works in faithfulness from generation to generation, and one of the primary means He can use today to do that is family worship. Beeke provides the following recommendations.

HOW TO PREPARE

Family worship requires some preparation to start. Practically speaking, choosing one or two set times every day will make it easier to follow through (typically after a meal, but you can pick any time that works for you). The most important thing is to do it every day. Like Moses says in Deuteronomy 6, teach your children diligently as you sit down, as you rise up, and as you walk by the way—a Hebrew way of saying to expose your children daily to God's word.

If you can go to a separate room where everyone has a little space of their own, with enough room to keep their own books and a chair, this can double as a personal devotional area as well. Keep your own Bible, hymns, etc. here so they are easy to access, and decide ahead of time what you'll cover.

Aim for brevity in family worship. Start with five minutes, especially with younger kids, and move up to 15–20 minutes with older kids. Feel free to let the younger children go play while you talk and pray with your older kids.

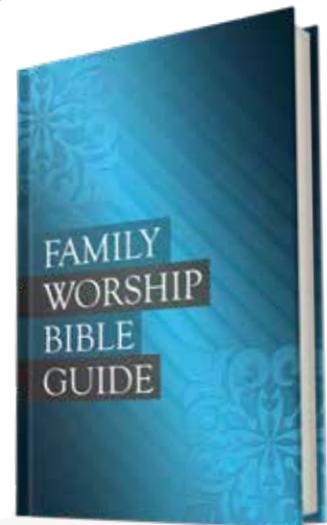
Adding time to read stories aloud to your whole family daily or weekly, such as on Sunday evenings, can also create treasured lifelong memories for your kids.

WHAT TO DO

The three most important parts of family worship are reading, praying, and singing.

Reading

Make a reading plan. If you have older kids, read the whole Bible through and then start again. You can start at the beginning or use a Bible reading schedule (there are many available online for free). For very young kids, pick out stories (Genesis and Jonah are a great source), go through the Gospels, or read the parables or miracles. You could also read from another source for kids, such as *The Jesus Storybook Bible* (see page 18).



As you read, involve the whole family. Divide up the verses or paragraphs to read aloud, ask questions, and start discussions.

This last part—discussion—sounds simple, but it is where a lot of fathers stumble. As Socratic discussion is foundational to a classical education, so it is for family worship. To help, Beeke got together with a few colleagues and created the *Family Worship Bible Guide*. Chapter by chapter, this guide highlights main takeaways and questions that you can simply read aloud with your family. Discussions will flow naturally based on these relevant and meaningful topics. Most importantly, these discussions allow you to share stories about how God applied this truth in your life and in the lives of others.

What is the result? According to Beeke, by the time you get to the book of Revelation, you've talked about almost every subject under the sun, because the Bible touches on just about every subject under the sun. Your children will have shared the wisdom of your experiences—based on the word of God—on every subject they need to know to live in comfort and to die in peace.

Prayer

Thomas Brooks, a Puritan preacher and author, said, "The family without daily prayer together is like a house without a roof, open and exposed to all the storms of heaven." So how do you pray? Beeke describes his family's prayer times:

“I always opened in prayer, and then our children prayed, and my wife would close. By the way, my wife and I still do family worship the same way. I open and she closes every night, and we use the *Family Worship Bible Guide* to discuss the questions, just the two of us.

Keep in mind that five minutes is probably long enough. Be simple in your prayers without being shallow. Follow the ACTS formula: Adoration, Confession, Thanksgiving, Supplication. Be reverent and solemn and be varied. Don't pray the same things every day. Recall the reading and talking you've done as a guide for your prayers. You can also use a prayer list to remember different people and organizations.”

Singing

According to Beeke, always end your family worship, as the Puritans would say, with singing—the daily singing of the praises of God.

For more on this topic by Keith and Kristyn Getty, see page 14.

A NOTE ON CONNECTION

Family worship shouldn't feel burdensome or uncomfortable. Take your young children on your knee so you are eye level with them, and put your arms around them. Talk with older kids about the great truths of the world and let them apply them to their own lives with you. When summing up how your kids should see family worship, Beeke shares this story as the most important thing to remember.

Missionary to New Hebrides (today's Vanuatu), John Paton had a God-fearing father who consistently led them in family worship. When Paton left home for university he tells us this:

“My dear father walked with me the first six miles of the way. His counsel and tears and heavenly conversation on that parting journey are fresh in my heart as if it had been but yesterday; and tears are on my cheeks as freely now as then, whenever memory steals me away to the scene. His tears fell fast when our eyes met each other in looks for which all speech was vain! He grasped my hand firmly for a minute in silence, and then solemnly said: “God bless you, my son! Your father's God prosper you, and keep you from all evil!”

Unable to say more, his lips kept moving in silent prayer; in tears we embraced, and parted. ... I watched through blinding tears, till his form faded from my gaze; and then, hastening on my way, vowed deeply and oft, by the help of God, to live and act so as never to grieve or dishonour such a father and mother as He had given me. ... It is no pharisaism, but deep gratitude, which



makes me here testify that the memory of that scene not only helped to keep me pure from the prevailing sins, but also stimulated me in all my studies, that I might not fall short of his hopes, and in all my Christian duties, that I might faithfully follow his shining example.

How much my father's prayers at this time impress me. I can never explain nor can any stranger ever understand but when on his knees and all of us kneeling around him in family worship he would pour out his whole soul in tears for the conversion of the heathen world to the service of Jesus and for every personal need we would all feel as if we were in the presence of the living savior himself and we all learned to love and know him as our divine friend.”

It is no coincidence that John Paton gave his life for the gospel. In the face of criticism, death threats, illness, and cannibalism, and after losing his wife and multiple children, he stood firm, persevering to carry that gospel. That was a fruit of the Spirit, blessing the years of family worship in his life. ■■

DR. JOEL R. BEEKE is president and professor of systematic theology and homiletics at Puritan Reformed Theological Seminary, a pastor of the Heritage Reformed Congregation in Grand Rapids, Michigan, editor of *Puritan Reformed Journal* and *Banner of Sovereign Grace Truth*, and editorial director of Reformation Heritage Books. He has written and co-authored over one hundred books. His PhD is in Reformation and Post-Reformation theology from Westminster Theological Seminary (Philadelphia). He is frequently called upon to lecture at seminaries and to speak at conferences around the world. He and his wife Mary have been blessed with three children and four grandchildren.



Have your children or your students offered any words of humor or wisdom during worship, Bible study, or prayer? Share them with us!

ClassicalDifference.com/submissions



NEWS & NOTES

Make Children Think Again

NR A recent article in the *National Review* titled “Make Children Think Again” by Cameron Hilditch offers hope and encouragement for those disillusioned about American education—by pointing to the classical Christian movement. According to Hilditch, “Classical Christian schools are a shining alternative to public education.” He also provides a brief description of the trivium and the benefits of classical Christian education.



For a link to the full article, visit:
ClassicalDifference.com/press-coverage

A Quick Lesson with John Piper

 **desiringGod**

In a short, less-than-ten-minute interview, John Piper addresses questions such as: Whose responsibility is your child’s education? What are parents’ options for educating their children? Who is responsible for the outcome?



Take a moment to listen by visiting:
ClassicalDifference.com/john-piper

Supreme Court Mention

In their recent case *OUR LADY OF GUADALUPE SCHOOL v. MORRISSEY-BERRU*, the Supreme Court upheld employment rights for Christian schools in a 7-2 decision. The ACCS submitted an amicus brief for the case, and was referenced on page 19 of the majority opinion, citing our webpage explaining the basics of Classical Christian Education (CCE).

Would you or someone you know like to learn more about classical Christian education? You can visit the page here:



ClassicalChristian.org/what-is-cce



[... Continued from p. 6]

“For centuries, schoolchildren were brought up on **LATIN AUTHORS AS MODELS** of rhetoric and concision, elegance and eloquence. ... The decline of Latin mirrored the fracturing of Western thought and our increasing rejection of our own past.”

—“Of What Value Is a Dead Language?”
The Imaginative Conservative



“**THE STUDY OF AN INFLECTED LANGUAGE** with a very different sentence structure than English is an excellent introduction to how languages work. ...The study of Latin also provides training in logical thinking, boosting cognitive processes essential for math, science, and engineering. Latin has been said to cultivate such mental processes as alertness, attention to detail, memory, logic, and critical reasoning. Not surprisingly, Latin boosts SAT and GRE scores.”

—University of Illinois

“As Dorothy Sayers claimed in her seminal essay “The Lost Tools of Learning,” “a rudimentary knowledge of **LATIN CUTS DOWN THE LABOR AND PAINS OF LEARNING** almost any other subject by at least 50 percent.”

—“The Enduring Importance of Latin,”
Tom McMahon, Cary Christian School, Cary, NC



“In order to make the informed choices for the best future available to Americans, one must sometimes seek **KNOWLEDGE FROM THE PAST**. For centuries all young people who attended schools, or those who were privately educated, followed a liberal arts curriculum, with particular emphasis on the Latin language. The reasoning was that an educated person must be aware of the past to make judgments about the future and must have the intellectual means, now called critical and creative thinking skills, to make those judgments.”

—Alice K. DeVane, “Efficacy of Latin Studies in the Information Age”

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Email: info@latinperdiem.com



For links to the original sources for all quotes, visit: ClassicalDifference.com/latin

lack of inhibitions serve as a great advantage. “If you don’t tell them something is too hard, they just go with it.”

The hallways were filled with laughter as participants enjoyed games, riddles, ancient fables, and excellent prose on the theme of *De Amicitia* (Concerning Friendship). When asked about his favorite part of the weekend, eight-year-old William smiled, “I don’t know, it’s all really fun!”

While the older students (grades 7–12) also enjoyed some game time, many lessons were centered on reading fables and prose in Latin or Greek and discussing these works (in Latin or Greek, of course). Nathaniel, an 11th grade student in the Greek track, shared, “As we progressed, we reached a level where we could cooperate in explaining what a word meant through other Greek words, rather than defaulting to English translation.” Many students expressed surprise at how much they could really understand and how quickly they adapted.

For head *praeceptor* Dr. David Noe of Calvin University, an alumnus of the *Conventiculum Lexintoniense*, the impetus for creating *BIDUUM* came from his own desire

for more opportunities to practice speaking Latin.

Dr. Noe gathers his team of professors from several colleges including Dr. Patrick Owens (Hillsdale), Ms. Susan Rasmussen (Wyoming Catholic College), and Dr. Joseph Tipton (New Saint Andrews). All participants come away with a renewed sense of confidence and enthusiasm, along with creative ideas to take home.

Perhaps the greatest benefit, however, is in students of classical Christian schools, age 8 to 48, coming together to engage in the language *amicitiae*, φιλίας, of friendship—truly beautiful in any language. ■■

KAREN MOORE, classics chair and upper school lead teacher, Grace Academy, Georgetown, TX.

Let’s Talk



IMAGINE TRYING TO WEAVE a basket when all you’ve ever seen is Tupperware. Modern English is functional, but cannot carry with it the ancient culture of Greece and Rome (or any other society, for that matter).

On today’s cultural battlefield, the English language is used to Orwellian ends—to bind people’s minds to specific ideas rather than free their minds to explore them. The path to real understanding of history and human nature is through reading and understanding examples of inflected language. Latin and Greek impress the greatness of Western culture in today’s world of oversimplified and often vulgar language. Why? Because language carries culture with every word.

“On education all our lives depend. And few to that, too few, with care attend.”

—Benjamin Franklin, *Poor Richard’s Almanack*, 1748

“Children should be educated and instructed in the principles of freedom.”

—John Adams, *Defense of the Constitutions*, 1787

[... Continued from p. 7]

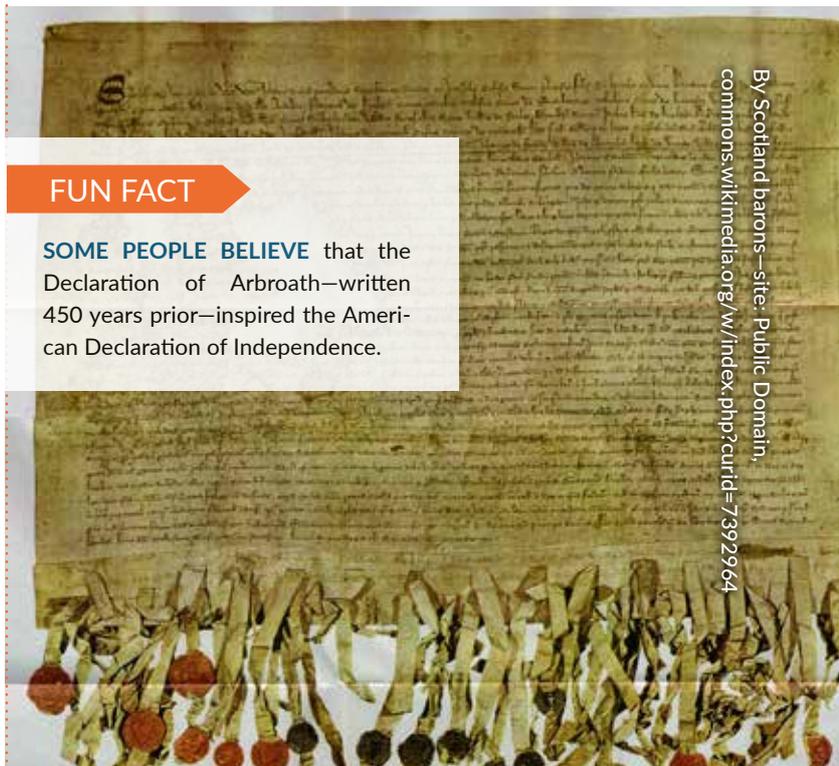
... the declaration was designed to persuade an external figure, the Pope, of the justice of the Scottish cause.”

Although official papal policy did not change, the letter did cause the Pope to suspend the excommunication of Robert the Bruce and the Scottish community, and from then on, the Pope addressed Robert the Bruce as the King of Scotland in all official correspondence.

It was not until 1328 that Scotland’s independence was officially acknowledged. ■■

FUN FACT

SOME PEOPLE BELIEVE that the Declaration of Arbroath—written 450 years prior—inspired the American Declaration of Independence.



By Scotland barons—site: Public Domain,
commons.wikimedia.org/w/index.php?curid=73929664

Sing!

MAKING MUSIC
part of family worship



Ask the Getty family and they'll tell you, singing together as a family is one of the greatest gifts God has given His children.

Q & A WITH KEITH & KRISTYN GETTY

by STAFF WRITER

"But let all who take refuge in you rejoice; let them ever sing for joy, and spread your protection over them, that those who love your name may exult in you."

Psalm 5:11

1 Why is singing an important part of family worship?

KEITH: One lost treasure of Christian home life is the ability to sing together as families. For most of Christian history, "congregational singing" was happening both in the church and also in the home. From Luther and Calvin to Wesley and the revivalists, singing at home was encouraged and assumed. Many of us who grew up in Christian homes remember parents or grandparents finishing evenings with

singing hymns. Today, this has often been replaced by Netflix or other amusements.

Our hope and prayer is that as families become “singing families,” it will help foster richer devotional lives, deeper and closer families, and stronger churches—united as we sing of the only hope for the world.

2 What help or advice can you offer to non-musical parents?

KEITH: Since we started our Getty Family Hymn Sings, people have asked, “How can we do this if we haven’t been used to it?” “What do we do if we are not musical?” and “What’s the easiest way to get started?”

Here are five suggestions that might spark new ideas for the singing culture of your home:*

1. Sing along with the smartphone (or other devices) around the house
2. Sing at bedtime
3. Sing with a Sunday streamed service
4. Encourage family members who play instruments to play along
5. Sing before meals



*This list originally appeared in an article in the Gospel Coalition. For a link to the full article, visit: [ClassicalDifference.com/2020-fall](https://www.gospelcoalition.org/classical-difference.com/2020-fall)

3 What does family worship look like at the Getty home?

KRISTYN: If you’ve joined us for any of these hymn sings online [see links above], you’ll know that our family singing isn’t exactly polished. It’s a picture of real life—our girls are running to and fro, forgetting the words, and getting the hand motions only partially right. But that’s OK—they’re children after all. We don’t claim to be the best parents or to have family devotions entirely figured out. But we thought that letting people “join us” around the piano might be an encouragement to others that singing with your kids can be simple and fun.

Perhaps, we pray, it gives other families an idea of what they could do to start teaching their own kids a few good hymns. We also hope the Lord might use these evenings to bring a glimmer of light-hearted joy to



DON'T HAVE A FAMILY BAND? NOT SURE HOW TO START?

Just gather around a screen, push play, and join family worship with the Gettys:



<https://www.gettymusic.com/hymnsing>
<https://www.facebook.com/gettymusic/>



Live every Tuesday at 7:15 PM CT, or play any previous recordings. Print the provided lyrics ahead of time. The Gettys also love to get pictures of you and your kids singing together.

anyone who is having a hard time right now. There is something about seeing the sweetness of childlike faith in Christ that reminds us of what really matters.

4 How has singing hymns together played a role in how you are raising your children?

KRISTYN: Scripture calls us to teach our children to love the Lord our God with heart, soul, and might. We are told to do so as we sit at home, walk along the path, lie down, and rise each day (Deuteronomy 6:4-7). Several years ago we realized that although our whole ministry has been built on the idea that believers need solid biblical hymns, we weren’t really being diligent to teach great hymns to our daughters. So as a family we decided to learn one new

hymn every month, so by the end of the year we would be able to sing 12 new hymns—all songs which help us keep our eyes fixed on Jesus.

We tried to pick songs which focus on God's salvation plan with mankind, and on songs which convey a very wide picture of God: God as creator, sustainer, redeemer, and king. All these songs are timeless songs which our daughters can carry in their hearts forever. We also saw that singing these songs would inspire our daughters to ask questions about the words. As they got older, they wanted to know what they were singing and so we had some really good talks about the gospel.

Again, it's nothing too special. We just sing around the breakfast table, or before bedtime, or both. We sing lots of songs, but almost every day we are singing at least part of our hymn of the month so the girls can be learning all the verses of it. The younger ones may not pick up as many of the words, but that's fine. They'll grow into the poetry and the theology of these songs a little bit more year after year.



5 What would you say to parents looking for advice on how to worship more through singing as a family?

KRISTYN: Just give it a try, and keep it simple. You can sing along with recordings on your phone, or if anyone in the family plays an instrument you can get them involved too. You can sing grace before dinner. Use lullaby time at night as a way to sing hymns of comfort over your children, since bedtime is often a moment when little hearts feel afraid.

If your church is streaming or sending out songs on Sunday mornings, you can sing along from your living room. Let your children drum along on pots and pans, and don't hold them back from loud enthusiasm on the choruses they love. We especially love songs with hand motions; they keep kids engaged and help them understand what the song means.

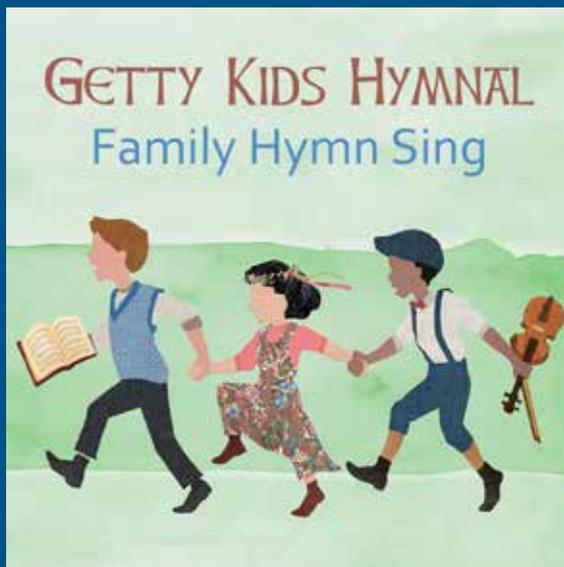
There's no right or wrong way to get started. The point is simply to sing—and to let the word of Christ dwell in you richly as you do. ❖

THE GETTYS produced a popular children's hymn CD collection called *Getty Kids Hymnal*. For Family Worship, try *Getty Kids Hymnal: Family Hymn Sing*.



Visit Store.GettyMusic.com and search on "Getty Kids Hymnal."

To find out more about the Getty Music Conference, visit: GettyMusicWorshipConference.com



KEITH AND KRISTYN GETTY occupy a unique space in the world of music today as preeminent modern hymn writers. In re-inventing the traditional hymn form, they are creating and cultivating a catalog of songs teaching Christian doctrine and crossing the genres of traditional, classical, folk, and contemporary composition which are sung the world over. In addition to their Christmas show, the Gettys tour internationally, visiting venues as diverse as the Ryman Auditorium, Belfast's Waterfront Hall, the Pentagon, and Royal Albert Hall. This worldwide representation of modern hymns led to the creation of their global church music conference, *Sing! The Getty Music Worship Conference* (GettyMusicWorshipConference.com). To further expand this modern hymn movement, Keith and Kristyn have created the Getty Music record label (which holds 3 Dove Award nominations and is distributed by Capitol Christian Distribution), built various print publishing partnerships and imprints, and produced unique merchandise containing their hymn lyrics. The label has now released several collections of songs and hymns for families. Keith and Kristyn live between Northern Ireland and Nashville with their daughters, Eliza Joy, Charlotte, Grace, and Tahlia.



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At Azusa Pacific University, the Honors College is a diverse community of scholars—musicians, scientists, actors, athletes, and more—growing together in faith, virtue, and leadership. A curriculum based in the Great Works teaches students from all majors how to apply timeless ideas to timely issues, cultivating the Christian leaders our culture desperately needs.

Learn more: apu.edu/honors



Honors College

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HONORS COLLEGE

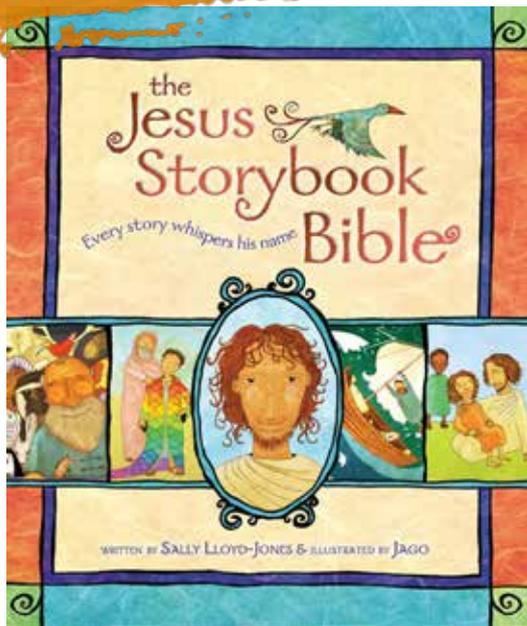
LOVE TRUTH, KINDLE FAITH, AND CULTIVATE VIRTUE IN FRIENDSHIP, STUDY, AND SERVICE TO CHRIST AND NEIGHBOR.

 | Baylor University

baylor.edu/honorscollege

Read!

STORIES for family worship



by STAFF WRITER

A word you might hear during a discussion in a classical Christian classroom is “eucatastrophe.”

It is actually a modern word created by J.R.R. Tolkien, using the Greek prefix *eu*, meaning *good*, attached to the word *catastrophe*. Tolkien defined it as “the sudden happy turn in a story which pierces you with a joy that brings tears (which I argue is the highest function of fairy-stories to produce).” It is a catastrophe that leads to the protagonist’s well-being, the happy ending. Tolkien calls the gospel the greatest *eucatastrophe*—the happiest of all tragedies (lexico.com).

It is easy to see why this concept is important in our schools. But what does this have to do with family worship?

The *Jesus Storybook Bible* by Sally Lloyd-Jones has an important subtitle: *Every story whispers His name*. Every story in the Bible actually points to the greatest eucatastrophe, the gospel, and the hope of our fallen world even in the midst of life’s tragedies. And that should be the point of family worship—to ground our children so well that no tragedy, not life or death, poverty or wealth, riots or pandemics, will make them stumble away from the joy of the cross. The ultimate eucatastrophe is promised and we can believe and hope in it.

This might seem like a difficult concept, but *The Jesus Storybook Bible* masterfully captures these deepest theological points in ways even young children can understand. This is why we recommend it for reading during family worship, for both young and old alike.

*May your life be so settled,
your character so established,
that nothing will
ever move you.*

—Charles Spurgeon

I WOULD URGE not just families with young children to get this book, but every Christian—from pew warmers, to ministry leaders, seminarians, and even theologians! Sally Lloyd-Jones has captured the heart of what it means to find Christ in all the Scriptures, and has made clear even to little children that all God’s revelation has been about Jesus from the beginning—a truth not all that commonly recognized even among the very learned.

—Dr Timothy Keller, Redeemer, NYC,
on *The Jesus Storybook Bible*

THE JESUS STORYBOOK BIBLE Q&A WITH SALLY LLOYD-JONES

1 Why did you write *The Jesus Storybook Bible*?

I wanted children to know that God loves them. As many of us do, I grew up thinking that the Bible was a book of rules you have to keep so God will love you.



... But I had missed what the Bible is all about.

Because the Bible isn't mainly about us and what we're supposed to be doing. It's about God and what He has done. The Bible isn't a book of rules (there are rules in it; they show us how life works best), or a book of heroes (there are some heroes, but most of the people in the Bible aren't heroes at all). The Bible is most of all a story. The story of how God loves His children and comes to rescue them.

2 Tell us about the subtitle, "Every story whispers his name."

The Bible has many stories in it, but they are all telling the one big story—the story of how God loves His children and comes to rescue them. And at the center of that story there is a baby. He's the one on whom everything will depend. Every single story of the Bible whispers His name—because everything is about Him, everything is pointing to Him. ...

When you see that the Bible is all about the Rescuer who is coming—the young hero, the good shepherd, the true king—it transforms everything. It melts your heart. Because you suddenly realize the Bible is a beautiful love story.

3 What makes *The Jesus Storybook Bible* so unique?

The Jesus Storybook Bible captures the entire plot line of the Bible. Every story connects to tell that one story and you see how the whole of the Bible is about the great rescue. *The Jesus Storybook Bible* is the story of the Bible in its most distilled form.

It's hard to read the entire Bible in one sitting. So the through-story is something that can be hard—even for us as adults—to miss. We can tend to read the Bible piecemeal, we hear sermons, we study passages, but rarely do we sit down and hear the entire story of the Bible. And that seemed to be especially true of children's Bible storybooks.

And when you lose the story that is running like a golden stream underneath all the other stories, you're left with the idea that the Bible is a collection of random-seeming stories about various Bible characters that are there to teach us lessons (almost like a sort of Aesop's Fables).

And we lose the glorious truth of the Bible that we were loved before even the beginning of time. That God had a

plan. That He would move heaven and earth to be near us. That no matter what He would never stop loving us. And that one night, in Bethlehem, a young prince would step out of heaven and come down to rescue us.

4 For someone who has never read the Bible, is *The Jesus Storybook Bible* a good place to start?

By reading *The Jesus Storybook Bible* you are getting a kind of road map, so that when you come to read the actual Bible you have a lay of the land. And then you can come to the Bible knowing that it is not mostly a book about you and what you're supposed to be doing. It's this wonderful love story—about a God who moves heaven and earth to be close to us. Who loves His children with a wonderful, Never Stopping, Never Giving Up, Unbreaking, Always and Forever Love.

5 The *Jesus Storybook Bible* was written for children, but adults love it—why do you think that is?

If you write for children with respect and treat them with the dignity they deserve—you will capture the adults as well. Children deserve nothing but our very best work. Nothing but excellence will do for the young, because the responsibility is greater. We write up for children, never down.

C. S. Lewis said it best: "A children's story that can only be enjoyed by children is not a good children's story in the slightest." He also said: "No book is really worth reading at the age of ten which is not equally—and often far more—worth reading at the age of fifty and beyond."

And, of course, Jesus Himself treated children with great dignity and respect. When Jesus was teaching His disciples—who did He call to stand there to help Him teach? He called a little child (*Matthew 18:2-4*). ■■

SALLY LLOYD-JONES is a *New York Times* bestselling writer and frequent performer of her work. She has written over 30 books, spanning the Christian and general markets. Her work has been critically acclaimed by the *Wall Street Journal* and the *New York Times*. Her books (which are written for children, but lots of adults are reading) include: *The Jesus Storybook Bible*, *Thoughts to Make Your Heart Sing*, *Hats Off to Mr. Pockles*, *Goldfish on Vacation*, *How to Be a Baby*, *Skip To the Loo!*, *Look! I Wrote A Book!*, *Baby Wren and the Great Gift* and many more.



This information was originally published in "*The Jesus Storybook Bible* Q&As with Sally Lloyd-Jones." For more information visit: sallylloyd-jones.com

Standing Up for the Truths That Shaped Him

A college freshman brings new (old) ideas to campus

by STEPHEN N. REED



DeMoss Learning Center at Liberty University
EOverbey / CC BY-SA (<https://creativecommons.org/licenses/by-sa/3.0>)

It really doesn't take much these days to stop a debate. Just a few weeks

into his first year at Liberty University, Tim Parsley joined in a raucous theological debate on his dorm floor. What began as a personal discussion involving two undergrads eventually grew to a memorable—and lively—group of 30.

After listening to the ever-expanding arguments for a few minutes, Tim joined in, mentioning G.K. Chesterton and Dante to form the essence of his response, and receiving, as he puts it, “immediate silence and stares from everyone.” It was then that Tim believes he was “instantly labeled as the classicist (a.k.a., ‘intellectual’) in the group.”

A graduate of Trinitas Christian School in Pensacola, Florida, in 2017, today Tim is well known at Liberty for having a keen, independent mind. His

ancient philosophy courses at Trinitas had trained him to value reason as championed by Greek philosophers like Aristotle.

But, as a first-year student, his classical Christian worldview and critical reasoning skills were tested more than on his dorm floor. Interactions beyond Tim's dorm friendships, especially in some of his classes, were sometimes a struggle. He had to negotiate the differences between the approach at Liberty—a school that he

calls “the epicenter of contemporary Christianity”—and the classical Christian coursework he enjoyed at Trinity.

“Suddenly, I found that sources and arguments which were previously deemed persuasive were now defunct among a brand of the church that looked to different authors, pastors, and theologies about music, television, and parenting,” Tim notes.

However, Tim had resources that not all first-year college students have. He had his teachers back at Trinitas, instructors in Greek, medieval history, and literature like Joshua Gibbs and Sean Hadley. Tim contacted his former teachers at Trinitas with tough, new questions, stemming from his experience at Liberty, where he was feeling thrown alone into the lion’s den. This ongoing colloquy with his high-school mentors strengthened him, reminding him of the tools he had developed at Trinitas to examine all questions with throughgoing research and reason.

As a result, Tim hung tough with his defense of ancient sources in the classroom at Liberty, despite teasing by some of his peers. And just like with his new first-year dorm friends, now his classmates began to seek out his opinions on difficult intellectual questions often left unanswered in the contemporary world.

Tim explains how he went to great lengths to make connections by understanding his fellow students and their own sources of inspiration, as he had been trained to do at Trinitas.

“People were often incredulous when I talked about a theology of food or film. Or found out that I was very serious when I handed out copies of Boethius and Augustine as Christmas gifts. There was never anything hostile, we were all lighthearted without being irreverent. Eventually, people who often disagreed with me would start coming to me with questions, not for my opinions but for the ‘opinions’ of the past.”



Sophomore Year: Hall Leadership Team Retreat

Tim is now known as the independently-minded student who quotes books from the fourth century like his peers at Liberty quote contemporary Christian musicians. Moreover, some of Tim’s professors at Liberty are pleasantly surprised to have a student of ancient philosophy and medieval theology in their class adding to the intellectual mix on campus.

Now his classmates began to seek out his opinions on difficult intellectual questions often left unanswered in the contemporary world.

“By no means do I, or anyone else, consider myself to be an authority, but I am respected for having passed through the refining fire of dissension and having emerged an even more classical Christian on the other side,” Tim notes. He has come to appreciate even more the depth of thought and understanding from those years of reading and discussion at Trinitas—and how he can share that foundation with others struggling with the big questions of life.

For his Senior Research Thesis, he plans to present a paper synthesizing

Aristotelian ethics, Augustine’s *City of God*, and the value of customer service in the workplace. His teachers at Trinitas must be proud.

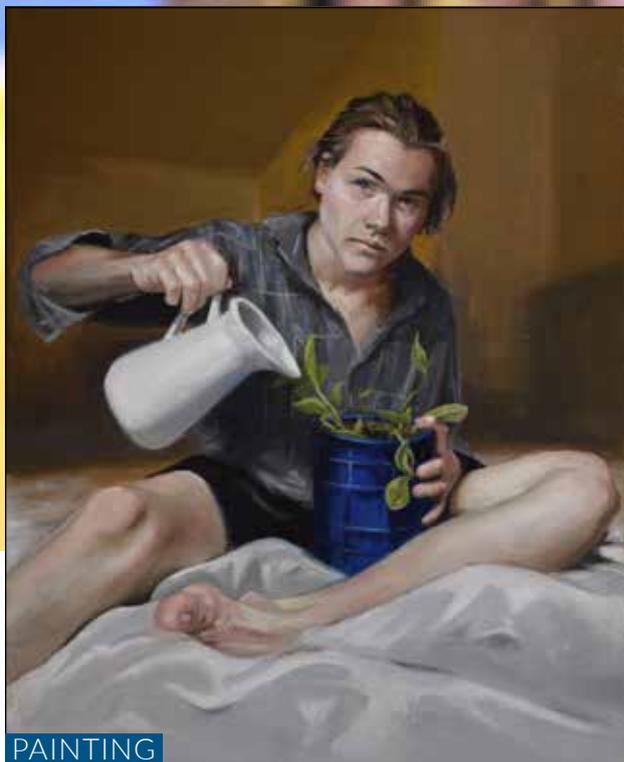
Tim learned to stand up winsomely for the truth. At the same time, he is genuinely willing to learn more regarding the beliefs of his peers. Now he is ready to engage the business world, where co-worker perspectives will be more diverse yet—and opportunities to learn and serve are even greater. ■■

TIM PARSLEY attends Liberty University on a four-year scholarship to study marketing. He has added to his original marketing program additional tracks in entrepreneurship, project management, and marketing analytics. He became part of a spiritual leadership team on campus, and, last August, married a fellow Trinitas classmate, Chloe Gregg Parsley, who works as a nurse at a Lynchburg hospital. They hope to return eventually to the Pensacola area.



DOWN THE HALLWAY

2020 Blakey Prize in Fine Art



PAINTING

1st

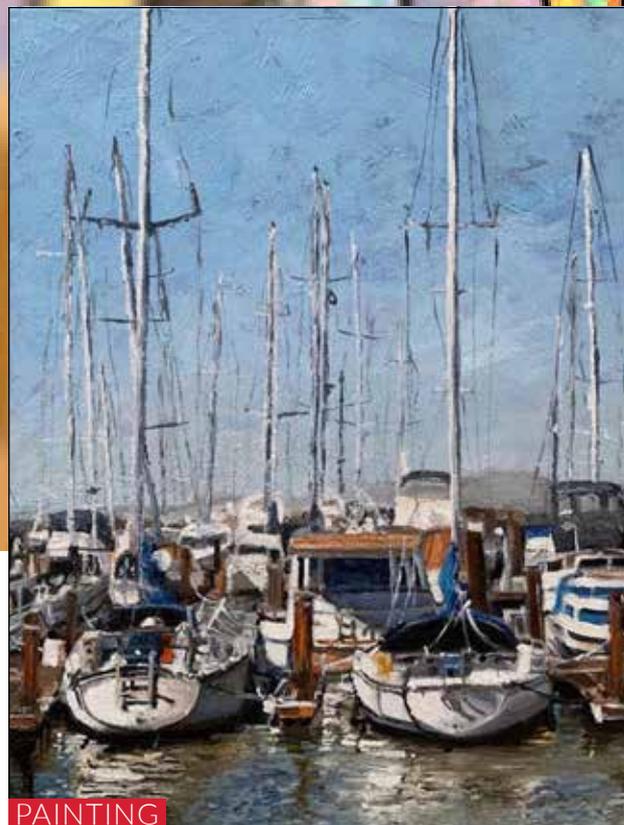
"STEWARD'S CARE"

11×14, oil on stretched linen

Calvin Van Leeuwen

The Wilberforce School (Princeton, NJ)

"Over the past year I have felt an undeniable call towards stewardship over creation and the deep fulfillment which comes through practicing it. I was searching for a way to communicate both the simple pleasure of taking care of plants, as well as a fundamental, God-given purpose that human beings have to care for the natural world. For guidance and inspiration I looked towards Bouguereau and Rembrandt. Bouguereau was excellent at capturing pleasant aspects of life. ... Rembrandt's impact on the picture is primarily found in the portrait, which emphasizes brushstrokes and shadow shapes. ... Both artists' specific and bold use of color encouraged me to open up my palette and use pops of color as compositional elements, in addition to value."



PAINTING

2nd

"A SLIP IN TIME"

20×16, oil on canvas

Ava Grace Koele

Coram Deo Academy (Flower Mound, TX)

"The artist that influenced my painting was G. Harvey. For years we have had a picture of a waterscape hanging above our mantle in our living room. I have always been attracted to the peacefulness of it. The mysterious but calm feeling of the painting and the boats on the water have caught my eye. I grew up spending time on the lake and it is a familiar subject, which is why I was drawn to painting a waterscape. This mood is reflected in my painting because of the serene feeling with the blues and muted colors that I used. Also, the stillness of the boats and the water contribute to the calmness of the picture."



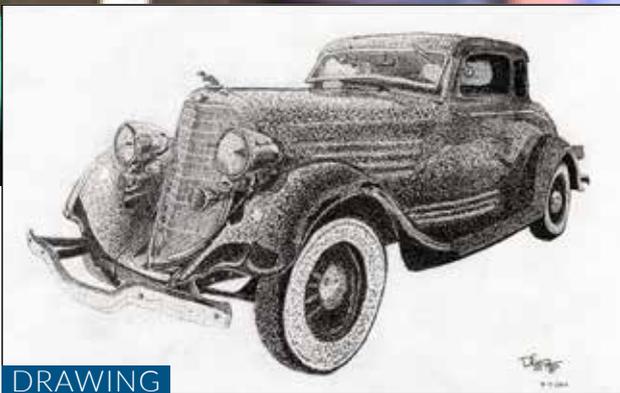
Brighten our walls!

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 paint.



To see winners and to find out more about entering, visit: ClassicalDifference.com/blakey-prize

**BLAKEY
PRIZE**
in FINE ART



DRAWING

**1st
TIE**

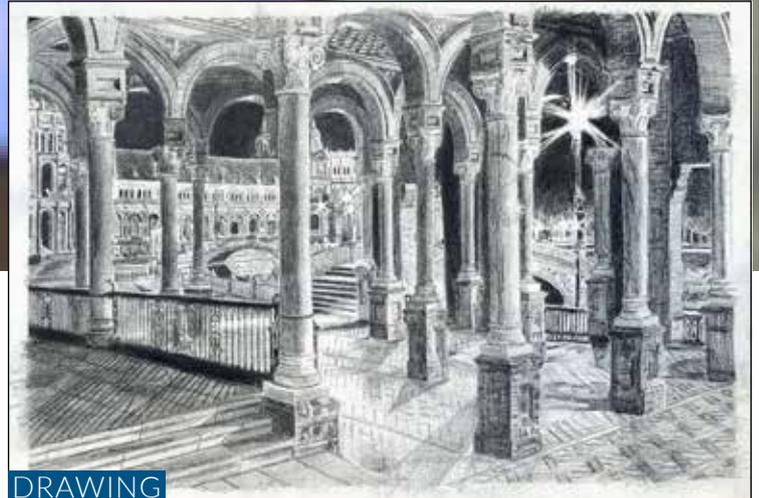
"DOM'S DODGE"

7.5x12, ink (micron pens) and paper

Dominic Heater

Faith Christian Academy (Kansas City, MO)

"Georges Seurat influenced me as a young boy when I studied his painting called *A Sunday Afternoon on the Island of La Grande Jatte*. When I was learning about how this painting was done with dots, I was intrigued by this style of art and wanted to try it someday. My current art teacher, Mrs. Van Wyk, gave me the opportunity to try stippling this year. This is a form of art similar to pointillism, but it is only done in black and white. I chose to do this car because my grandfather and I restored this rare vehicle together. This is a fond memory for me and I wanted to attempt to draw it using a form of art similar to Georges Seurat's. We named the car "Dom's Dodge" because he plans to someday give it to me."



DRAWING

**1st
TIE**

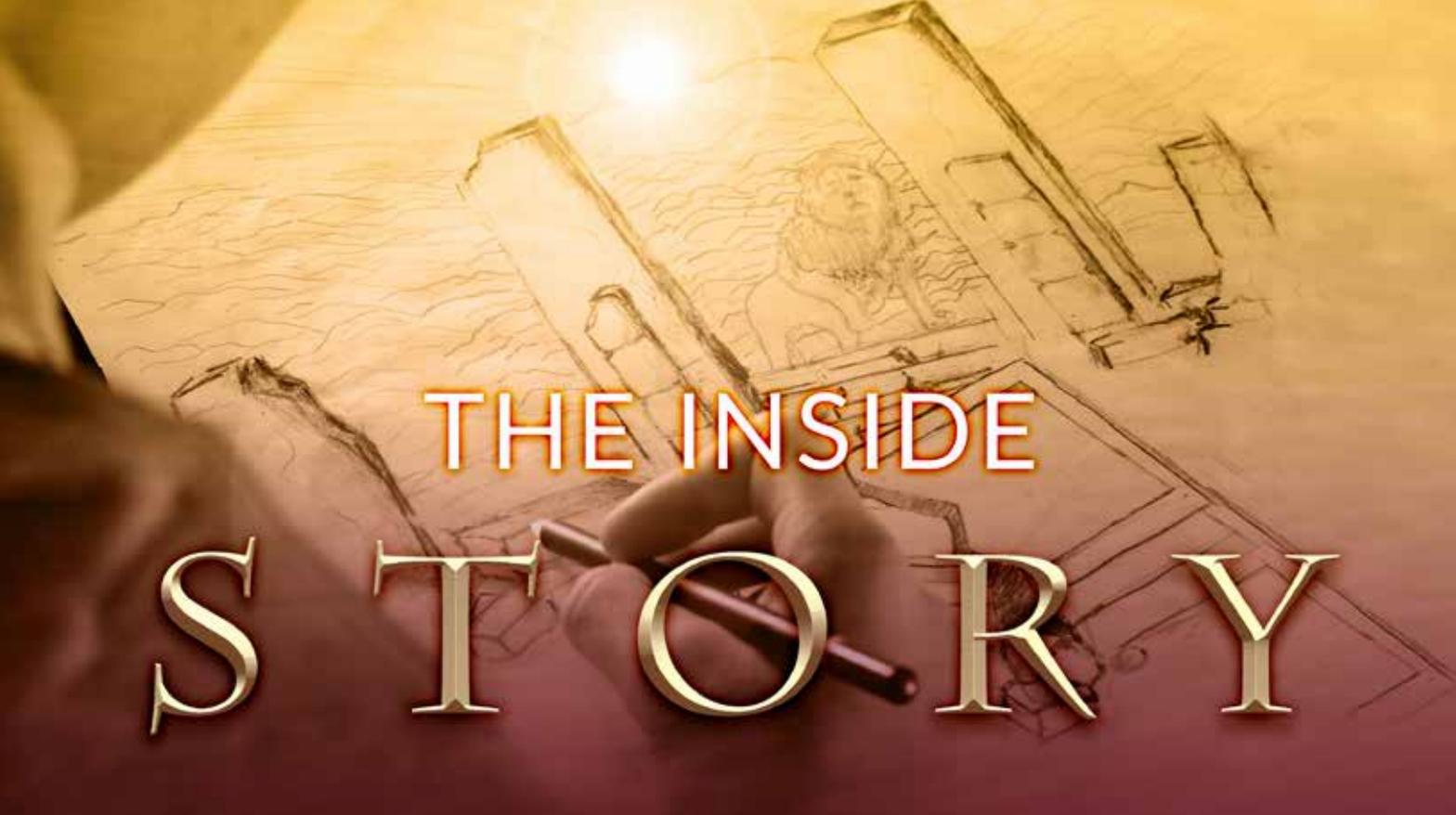
"COLONNADE"

10x15, graphite on paper

Gabriel Crane

Rockbridge Academy (Crownsville, MD)

"I have always loved the medium of graphite and seeing how far I can stretch its realism. Graphite has always been my favorite medium for anything I try to replicate, and I love the contrast it can express in any scenario. This drawing was after a photograph taken in Italy, displaying the beauty and contrast of the columns and lights. Paul Cadden is an artist I admire for his great attention to detail. This brings each of his drawings together into a masterpiece. His lights and his darks contrast incredibly well, making an ordinary scene look stunning. These are all aspects of drawing that I try to incorporate into my drawings and try to grow and improve in."



THE INSIDE STORY

REPAIRING *the* RUINS

2020 CONFERENCE ROUNDUP

EVENT HIGHLIGHTS

SPECIAL GUESTS

We're always looking for good stories, shows, and music you can share as a family and these 2020 conference guests have produced some of the best.

» **ANDREW PETERSON**, singer, songwriter, and novelist (author of the best selling series, **The Wingfeather Saga**) was on-site to discuss his stories and play some of his songs live at Repairing the Ruins.



Find out more: Andrew-Peterson.com

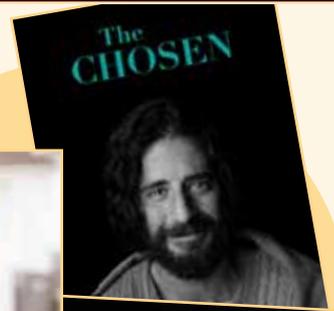


►► **DALLAS JENKINS**, the creator, producer, director, and co-writer of *The Chosen*, gave an exclusive interview with David Goodwin, the president of the ACCS, about his acclaimed online series.



The Chosen is widely hailed as one of the best Christian productions available on screen.

Find out more: Studios.Vidangel.com/The-Chosen



►► **N.D. WILSON**, author of the Netflix series, *Hello Ninja*, and the 100 Cupboards and Ashtown Burials book series, spoke with the president of New Saint Andrews College, Ben Merkle, on why fiction (story) is important in practical Christian life. “We are all characters in a story, and we each have parts to play.

God is the author and we are the characters in His story, and yet we are sub-creators and sub-authors to the master Author and Creator.”



Find out more: ndwilson.com



►► **ZACH & MAGGIE**, a Nashville-based Americana duo, joined us live at the Repairing the Ruins online, and made intermission one of the best parts of the conference! They’ve spent years fine tuning their craft and diversifying their skills, playing shows across the world in the bluegrass, Celtic, and classical genres, performing at Carnegie Hall, Royal Albert Hall, the Grand Ole Opry, the Kennedy Center, and many more.



To listen or find out more, go to: ZachAndMaggie.com



CHECKING IN WITH SCHOOLS AROUND THE COUNTRY

It was good to see faces from around the country during our online conference. We heard live from:

- **Veritas Christian Community School**, Sierra Vista, AZ
- **Covenant Christian School**, Panama City, FL
- **Brown County Christian Academy**, Sardinia, OH

- **Sandhills Classical Christian School**, Whispering Pines, NC
- **Buffalo Creek Boys School**, Lexington, VA
- **Annapolis Christian Academy**, Corpus Christi, TX

SPEAKER HIGHLIGHTS



Listen to talks, read highlights, or find out more about these speakers: ClassicalDifference.com/Conference

» **ALEX & LOUIS MARKOS:** Bringing the Gospel Story to Life: Truth and Beauty in *The Chosen*

» **DANIEL COUPLAND:** Cultivating Wonder Through Stories

» **ANDREW KERN:** Teaching in the Form of Christ: How to Teach Anything to Anybody

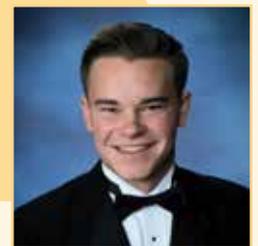


CLASSICAL CHRISTIAN EDUCATION EXPLAINED: PANEL DISCUSSION

» **KEVIN CLARK, DOUGLAS WILSON, RAVI JAIN & CHRISTOPHER SCHLECT**

AWARDS & HONORS

CHRYSOSTOM ORATORY COMPETITION*



On June 5, 2020, ACCS recognized **BENJAMIN AULT**, from Rockbridge Academy in Crownsville, MD, as the first prize winner (\$1,000) for the 2020 Chrysostom Oratory competition.

These students earned recognition as finalists: **Julia Uyemori** from Veritas Classical Academy (Fullerton, CA), **Ava Bentz** from Petra Academy (Bozeman, MT), and **Miriam Logan** from Classical School of Wichita (Wichita, KS).

CONGRATULATIONS!

*This competition is open to all ACCS member school students. The winner receives \$1000. They, along with a parent or guardian, also receive a free trip to the annual ACCS Repairing the Ruins Conference where they deliver their winning speech. While this year's speech was only available online, we plan to continue the tradition next year at our regular conference. If you know a student who might like to enter next year's competition, visit ClassicalDifference.com/Chrysostom or contact your school. Schools can get entry information on the ACCS Member Resource Center (MeRC) website.



To hear the winning speech, and to learn more about the competition and its namesake, John Chrysostom, go to: ClassicalDifference.com/Chrysostom

[Continues on p. 37 ...]



It had always felt life first as a story... and if there is a story, there is a storyteller

- Chesterton

BACK to LIFE

When the world feels disordered, we seek our own order all the more. We conducted an informal poll about how to order our days—with the goal of making the best use of the time we’ve been given—and here are some takeaways that might help.

1 Takeaway #1: To-do lists are either the best or the worst organizational tool

But regardless of your view, for many of us they are necessary, and there are things you can do to make them work better.

- **TIP:** Don't overschedule your day. Consider following the 1-3-5 rule* (1 big thing, 3 medium things, 5 small things).
- **TIP:** Don't be vague. Say "clean out the junk drawer" not "organize the kitchen."
- **TIP:** Don't let the list bind you. Life happens. God whispers. The goal is to clear your mind of clutter—to make you more free, not less—so you are better able to focus on what really matters.
- **TIP:** Set intentional life goals. Make your to-do list in light of your overall goals, and refine it as much as you can.



*For links to the original 1-3-5 article (themuse.com) and several others about making great to-do lists, visit: ClassicalDifference.com/to-do

2 Takeaway #2: Meal planning is helpful

Whether you love or hate cooking, or somewhere in between, the consensus seems to be that even the most basic meal plan—deciding on the week's meals and shopping specifically for those meals—increases productivity and decreases cost.



For meal planning links, visit: ClassicalDifference.com/to-do

3 Takeaway #3: Working from home can be difficult

PROBLEM: Parent now works till 5 at home. Kids come home at three.

SOLUTION: Siblings for Hire

Don't have kids older than grammar school? Hire them! Older students from your school can come home with your kids (if they drive, it'll be even easier) until your workday is done. Provide a comfortable place—and snacks—where they do their own homework along with helping your kids. For a little extra, they might even start dinner.

- **TIP:** They can probably help your kids with Latin!
- **TIP:** You can have them do craft projects once their homework is done, such as this one for parents to hang on their office door, especially handy during online meetings.



4 Takeaway #4: Post a Family Schedule

The most mentioned aspect of a family schedule was **setting a specific time**—whether it was an actual time or a placement within the day, such as “after dinner”—for homework, chores, meals, family worship (see page 8), and bedtime.

Here are some additional tips specifically for parents of young kids.

• TIP FOR STAY-AT-HOME MOMS:

“Playtime!” Every day when the kids were little, “playtime” was between 15 minutes to one hour long at a set period during the day (this moved around depending on their ages, but was always in the afternoon). This was a time when they played on their own in a defined and secure environment. It allows for two things: Mom can rest or get things done, and the kids learn to entertain themselves. It starts in the playpen, then moves to the bedroom. Each child has a small snack and a drink, and plenty of toys and books. But the expectation is clear: we each stay quietly in our space, on our own. If you start this when the kids are young, they don’t mind. In fact, those “playtime” hours



gave us all structure and personal downtime, and became a comfortable (and sometimes even anticipated) part of the kids’ days.

- **TIP:** Make a bedtime plan. One tip was to put the younger kids to bed at 7:00, and then give the older kids from 7-8:00 to finish homework.

The transition from the 7:00 to 8:00 bedtime was an anticipated milestone in their

lives. The best part: if they finish homework early, they can play games (and mom and dad will join them when able).

- **TIP:** Another mom told this story. “As a young mom, the one thing I always did was a bedtime routine. Once the kids were ready for bed, starting as newborns all the way through grammar school, I would read to them from their favorite book, pray, and then sing them at least three songs as they went to sleep. As an older mom today, and listening to what my kids remember, I wouldn’t trade those years of daily reading, singing, and praying for anything. ❖

ET TU, HANK?

Since most of us parents aren’t Latin scholars, we’ve received the following question: How do we keep up with Latin studies beyond the classroom?

Whether it’s Christmas break or a pandemic, the easiest way to support your kids’ Latin studies at home is to have a shelf full of Latin stories. Most kids aren’t going to pick up their Latin textbook over break, but a beloved story in Latin? That they will reach for with a smile.

You can start with *Winnie ille Pu* or *Cattus Petasatus* and move on to *Hobbitus Ille*.

A new option is *Hancus ille Vaccanis*, written by Karen Moore at Grace Academy in Georgetown, TX.

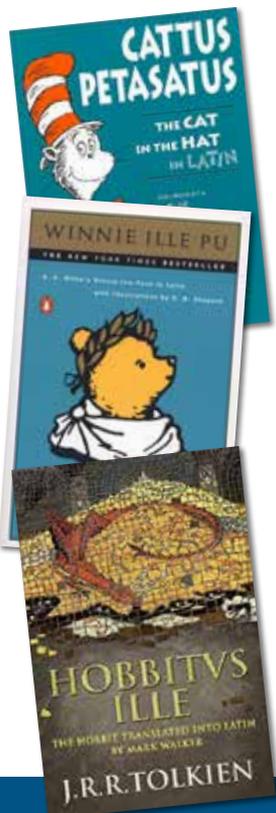
A Latin translation of *The Original Adventures of Hank the Cowdog* by John Erickson, it presents a familiar canine friend with a bit of a classical makeover. It’s the perfect way for cowdog fans of all ages to strengthen Latin skills! ❖

KAREN MOORE authored the *Latin Alive!* book series. She is upper school lead teacher and classical language teacher at Grace Academy in Georgetown, TX.



Winnie ille Pu, *Cattus Petasatus*, and *Hobbitus Ille* are available at [Amazon.com](https://www.amazon.com).

Hancus ille Vaccanis will be available later this fall from [LogosPressOnline.com](https://www.LogosPressOnline.com).



POINT *to* PONDER

Structure is a way of organizing your life so that it makes sense to you.

by DIANN HOLDRIDGE

Cary Christian School, Cary, NC



This article is an excerpt from “The Forum” blog at Cary Christian School, Cary, NC. For a link to the original article, visit: ClassicalDifference.com/to-do

I delight in routine and drown in chaos. ... Structure in my daily life helps me to think positively, take action, and—the best part—feel a real sense of accomplishment! You, too?

Before this crisis I’ll bet you led an extra busy, on-the-go life filled with daily scheduling and a lot of order. I’ll bet you did it all! I’ll bet you did it well! Like you, I enjoyed a routine ... which kept me moving and connecting to the world. So you can imagine my despair when my systematized existence came to a screeching halt with COVID-19.

IT’S TIME TO RETURN TO STRUCTURE

Try this—it works for me. At breakfast, I make a to-do list for the day that answers these questions:

- What do I need to do?
- What do I want to do?
- What will give me satisfaction?
- Who do I need to reach out to today?
- What will give me a sense of accomplishment (big or small)?

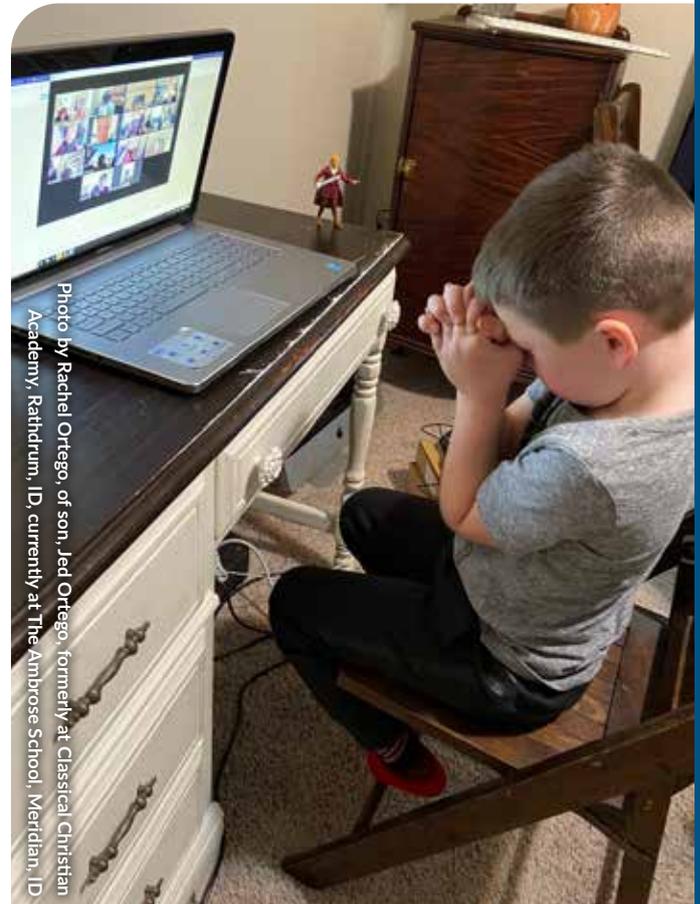


Photo by Rachel Ortega, of son, Jed Ortega, formerly at Classical Christian Academy, Retidrurum, ID, currently at The Ambrose School, Meridian, ID

And during the day I check things off. Sometimes I even find myself doing things not on my original list, and I “add” them just so I can check them off, too (ha!). By the end of the day, when my head hits the pillow, I feel like I have used my 24 hours well (even if sheltering-in-place). It’s a great feeling!

My friends, Structure creates Action. Action creates Accomplishments. Accomplishments create Happiness. Happiness keeps us Healthy. And Healthy will keep us safe until the world is back on track with a sense of order and ownership. 🍌



Do you have other organizational, planning, or scheduling suggestions? We’d like to hear them. Visit: ClassicalDifference.com/to-do

In Community



Annapolis Christian Academy, Corpus Christi, TX



Westminster Academy, Memphis, TN



St. Stephen's Academy, Beaverton, OR

by RALPH JANIKOWSKY



Paideia Academy, Knoxville, TN



Westminster Academy, Memphis, TN

3 REASONS to start school in our classrooms this fall

First, children need order, structure, and routine. God established a pattern and flow to life. Children thrive when they follow a routine, particularly a routine that includes other children. They see the importance of working together, listening to others, helping others, and following a schedule with others. They learn discipline, self-reliance, and how to live in community, all guided by a loving teacher and enhanced by friendships with like-minded students.

Second, all our children need to develop their social skills, maturity, and confidence. They need to learn how to live in Christian community, so they learn to love the church, the very bride of Christ. They need to be taught charity and mercy, how to help others, to encourage others, and to pray for others. Our teachers use the many small moments of each and every day to help students learn

to think of others first and to live other-directed lives. Our children need to see their teachers demonstrate humility, thankfulness, and grace in the classroom each day. The fruits of the Spirit—*love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control*—need to be lived out in front of them for these essential concepts to take root and germinate. Our teachers love to joyfully invest in your children, and their classrooms are powerful crucibles where children learn to live God-honoring lives.

Finally, as children grow older and become more independent, they need to learn how to challenge ideas. Middle school students need to practice asking the “Why?” questions that probe the root issues of a problem. High school students need to think about alternate solutions, potential outcomes, and the consequence of ideas. All upper school students need to see through history that bad ideas create terrible consequences and human tragedy.

They also need to see in literature the timeless dilemmas, problems, and evil that men face, and the right responses of character and conviction that can correct terrible wrongs.

Young adults need to see that the ultimate solution is not going to arrive on Air Force One, be found in a program, or crafted by a policy, but that the deepest solution lies with forgiveness and repentance. And they need to see that their actions and their engagement in the world can have a profound positive impact in all of life's God-given callings. They need to see that any job, done well and to the glory of God, is a worthy and noble endeavor. This sort of worldview thinking takes practice and engagement with teachers who will spend time to follow and discuss each rabbit trail to a God-honoring conclusion.

Content and information are very important, but they are not the goal. Properly understood, content and information are the vehicles that develop thought, train the heart, inculcate the tools of learning, teach compassion, and build confident mature Christian men and women. Indeed, these are important reasons to be in a classroom with other believers that seek to honor Christ. ■■

RALPH JANIKOWSKY is head of school at Westminster Academy in Memphis, TN.



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Join Me in the Back Room

by TY FISCHER

When I get sick, I watch the extended editions of *The Lord of the Rings* movies. I have always gotten well. Just saying.

One powerful scene in *The Return of the King* is the lighting of the beacon fires. These fires communicate that the good guys in Gondor need help from other good guys in Rohan. (Please don't check for this dialogue in the actual books. It is not as exciting in the books!) Pippin sneaks up and lights the first beacon. When he does, the other six far-away beacon fires are lit. Each one is on top of some precipice so that the call for help gets communicated quickly over a vast distance. The last one can be seen by Aragorn who is waiting in Rohan. He rushes to tell Rohan's king, Théoden, "Gondor calls for aid!" At this point, all hangs in the balance.

Will the world of men be conquered by darkness or will they face the evil forces arrayed against them? Everyone pauses and Théoden responds, "And Rohan will answer."

As the battle unfolds, there is not much hope—at least initially. The great city of Gondor, Minas Tirith, is besieged. The defenders are too few. The leadership of Minas Tirith is hopeless, divided, and downright depressing. Remind you of anything? Over the last few weeks, it has prompted me to think of the current state of the Christian church in America. Our weakness, faltering, and the scandals of our wayward hypocrisy should shame us into calling out to God, but we don't. Many of our leaders leap over each other to compromise with the powers that be, and apologize tearfully for offending them. Admittedly, we deserve it. Our love

Our weakness, faltering, and the scandals of our wayward hypocrisy should shame us into calling out to God, but we don't.

for Christ and for our neighbors has grown cold and we care more for our comfort rather than for truth and the hard work of humbly serving God and building communities.

I don't come to you with all of the answers—other than to say that all of the problems facing us as individuals and as a culture find their only lasting solution in the blood of Jesus that gives us peace with God and a far greater unity with each other than can be provided by family, nationality, race, or sex—but I do come to light the beacons.

When we face a time like this, we have to come together not because we know all that needs to happen, but because we know the next right thing that needs to happen. We need to unite and face our challenges with hope and faith.

My work is to grow the impact of classical Christian education. We are working to raise the profile of classical Christian schools. We are building an infrastructure to strengthen and grow our existing schools and to help more new schools start—in every corner of our country. Our aim is to make classical Christian schooling a known and realistic option for every Christian family in America.

To do that I need an army. Interested? If you have time, talent, or treasure to help move ACCS and classical Christian education toward these goals, I need you to take up the challenge and go to the home base and club house of this effort and join up.



JUST GO TO THE BACK ROOM at Backroom.ClassicalDifference.com, set up your account, and find out how you can help.

The beacon is lit. How will you answer? ■■

TY FISCHER is Headmaster at Veritas Academy in Leola, PA.

From the Classical Blogosphere



EVEN AS WE FACE a year of unknowns as never before, the things that matter the most remain unchanged. CCS was established to provide an education that seeks first and foremost to glorify God, to make disciples of Christ, to view all knowledge through a biblical worldview, and to stir within hearts and minds a desire to seek truth, goodness, and beauty in the world. For this reason, our dedication to this mission and vision is not dependent upon the state of our health, our economy, or our culture.

—**LAURIE THIGPEN**, Covenant Classical School, Concord, NC



**OUR GOD IS
STILL ON HIS
THRONE,
AND HE IS
NOT UP FOR
RE-ELECTION.**

—**TY FISCHER**, Headmaster, Veritas Academy, Leola, PA

We only have so much time in this world. We can either choose the stubborn delusion of hope that Camus, Lennon, Gadot and the secular world offers, or we can choose to accept our frailty and rest securely in the love of God in Jesus Christ.

— Regents Academy, Nacogdoches, TX

Originally in *dism.com*, "Opinion: The delusion of godlessness and the limits of hope," by Christopher David

But classical education varies considerably from conventional education. It holds to a different metaphysical paradigm (i.e., it holds to different assumptions about the nature of reality and the way we know it), orders its curriculum around different principles, regards the child differently, is mission-driven rather than market-driven (indeed, it seeks to heal the market it serves), and seeks different ends for its students.

— CiRCE Institute

In *The Seven Habits of Highly Effective People*, Stephen Covey wrote that anyone who wants to succeed in an endeavor must "begin with the end in mind."

How many of us grew up attending school unaware of the kind of person into whom it was shaping us? How many parents send their children to school without ever pausing to reflect on this question? ... Sometimes a school's educational goals are explicitly articulated, and sometimes they are merely implied. But they are always there, and they always matter.

— **PATRICK HALBROOK**, Cary Christian School, Cary, NC

I BEGIN EVERY CAMPUS DAY with my kindergartners in the same way:

PRAYER FOR GENEROSITY

Dearest Lord, teach me to be generous.
Teach me to serve You as You deserve.
To give and not to count the cost,
To fight and not to heed the wounds,
To toil and not to seek for rest,
To labor and not to ask for reward,
Save that of knowing I am doing Your will,
Through Jesus Christ our Lord, Amen.

—**TONIA STRANGE**, Valley Classical School, Blacksburg, VA, "Prayer for Generosity" [often attributed to St. Ignatius]



To see the full original sources of these quotes, visit:
ClassicalDifference.com/wisdom-from-the-front



• **“PLATONIC HAMMERS”**

by Leila Bowers

“The main point of classical education for parents, educators, and administrators is the carpenter him- or herself: a full-bodied, fully-equipped, fully individualized sub-creator.”

• **“RUNNING KANGAROOS AND COMPETING EDUCATIONAL THEORIES”** by Jason Cherry

“Everyone knows a kangaroo trips when he tries to run, and everyone knows the world is filled with contradictions.”

• **“TOURING AN ART MUSEUM”** by Jocelyn Collins

“Think about the last time you visited a museum. Were you excited, or did you break out in a cold sweat at the mere thought of having to navigate the vast halls? Did you leave feeling enriched or

exhausted? If you could relive that time, what would you do differently?” ■■



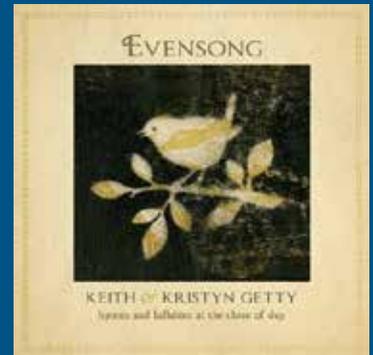
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Fall 2020 Extras

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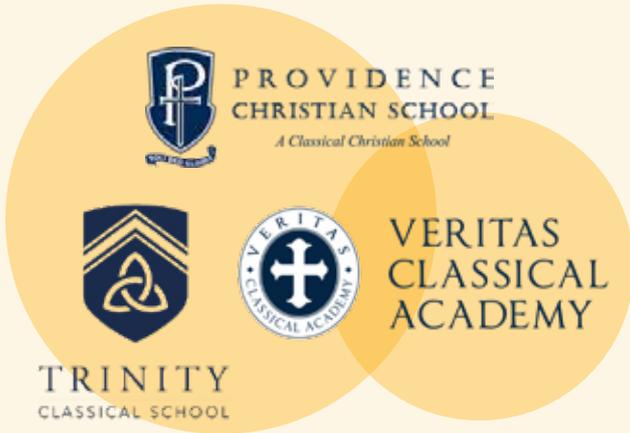
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[... Continued from p.26]

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Dothan, Alabama • Emory Latta, Head of School • October 2, 2019
- » **TRINITY CLASSICAL SCHOOL**
Houston, Texas • Neil Anderson, Headmaster • October 16, 2019
- » **VERITAS CLASSICAL ACADEMY**
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JUNE 15-18



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and leave ready to inspire.



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ClassicalDifference.com/Conference



Around the Country (and the World)

If these days have taught us anything, it's the goodness of community. From field trips to retreats to class crafts, here is a reminder to be grateful for those activities once taken for granted.



■ MARS HILL ACADEMY, Mason, OH

Mars Hill Academy second grade students donned their surgical scrubs to perform contraction “surgery.” Students had to make decisions whether to keep or cut out parts of word pairs such as “will not,” “we will,” and “have not.” Second grade teacher Mrs. Alicia Weber prepped the class for the procedure, equipping them with red pens, scissors, and adhesive bandages which acted as apostrophes. Students then displayed their successful “operations!”

—Michaux Merhout

■ SUMMIT CHRISTIAN ACADEMY, Newport News, VA

One of our first family “field trips” during quarantine: Yorktown battlefields in Virginia. We spent the entire afternoon discussing the strategies of Washington & Cornwallis ... followed by incredible jumping & roaming over the hills.

—Eva McEwen



■ CLEAR LAKE CLASSICAL, Clear Lake, IA

The 3rd through 8th grade students at Clear Lake Classical spent an afternoon picking up trash by a roadway in Clear Lake to help make their community a cleaner and better place. While picking up litter, these students spotted a salamander in the tall grass ... a neat way to experience God’s beauty and creation while being good stewards of what He has given us!

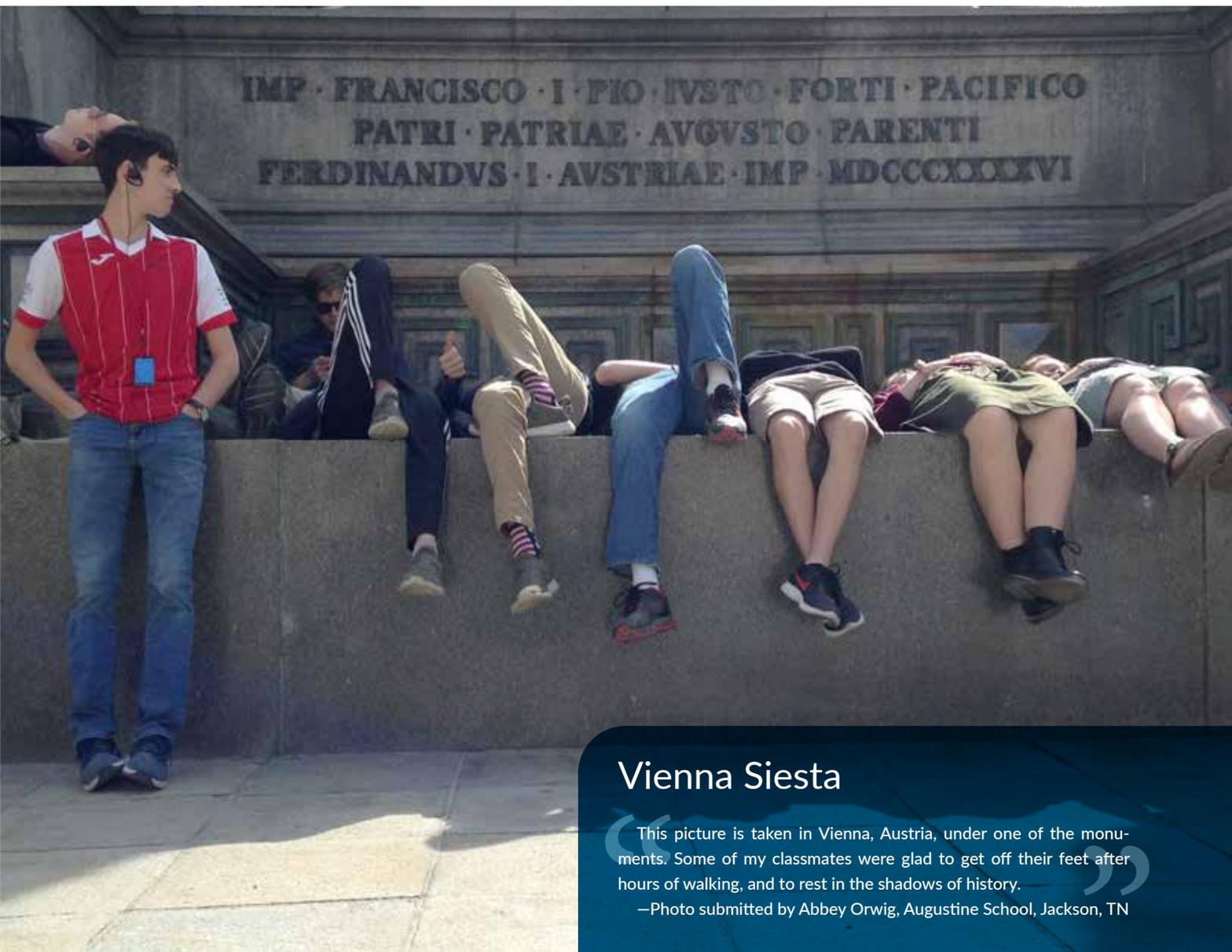
—Carolyn Haugland

■ HIGHLAND RIM ACADEMY, Cookeville, TN

Highland Rim Academy students participating in a minor house challenge at our annual Upper School Retreat.

—Alexis Toussaint





Vienna Siesta

“This picture is taken in Vienna, Austria, under one of the monuments. Some of my classmates were glad to get off their feet after hours of walking, and to rest in the shadows of history.”

—Photo submitted by Abbey Orwig, Augustine School, Jackson, TN

GIVE IT YOUR BEST SHOT!

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



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

Senior Trips are often an important and memorable part of our students' final year at school. Let's lift up a prayer for the success of senior trips being planned for 2021, and for the many students whose trips were cancelled.



PURSUE TRUTH FREELY



Stand at the crossroads and look, ask for the ancient paths, ask where the good way is, and walk in it. – Jeremiah 6:16

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