Difference

VOLUME 2, NUMBER 2 | SUMMER 2016

BRINGING LIFE TO THE CLASSROOM

AND CAN IT BE?
NEW HYMNS!

Keith & Kristyn Getty’s Concert Tour  p. 10

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

www.ClassicalDifference.com
Letters
We welcome letters from our readers! Visit www.ClassicalDifference.com/letters.

What’s Online?
• About Classical Christian Education
• Watch the full interview with Keith and Kristyn Getty.
• You are What You Behold

Out & About?

Corrections
VOLUME 2, NUMBER 1, SPRING 2016
• On page 3, the quotes from Augustine’s City of God are from chapter 19.

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Your Child’s Higher Calling
A poet of culture

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

—John Milton

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

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

The Greek word poiein means “to create.” That resulted in poiesis, meaning “maker or poet,” which made its way down to English via Old French. We find a related word in Ephesians 2:10: “For we are his workmanship, created in Christ Jesus unto good works, which God hath before ordained that we should walk in them” (Eph. 2:10). The word rendered by the Authorized Version as workmanship is poema. We are God’s art project. We are His poem. We are His sculpture. We are His novel.

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

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

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

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

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

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

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

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

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

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

BAILEY VAUGHN attends Evangel Classical Christian School, Alabaster, AL.

Through the Looking Glass
The hundredth day of school in first grade

DON’T JUST COUNT TO 100. LOVE COUNTING TO 100.

Poetry

“It’s like music without instruments.”
—Henry Cummings, 3rd Grade

“Poetry is giving your thoughts a chance.”
—Will Bostic, 6th Grade

“We have poetry because it’s easier to learn things through poetry. And it’s fun.”
—Natalie Smith, 3rd Grade

WESTMINSTER ACADEMY, Memphis, TN

Freshmen

WAIT ... SUETONIUS SAID WHAT?!
DIY Parenting

You make your child an artist—everyday

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

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

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

[Continues on page 6 ...]

Century Watch

This year in history: 1616

FOR SHAKESPEARE, THE GAME IS UP.

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

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

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

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

Smooth runs the water where the brook is deep.

[Continues on page 7 ...]
hold them when the sky turns pink for the sunset, we lift them up to see in the pig stall. We buy them cotton candy and hold their hand while they feel the beating of the loud drums of a marching band.

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

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

And this is why I believe the parent’s role in training children to appreciate art is the same as teaching your children to enjoy life. If we manage to instill in our children a full-bodied gratitude for the beauty of the world created all around them, we will have made people who are equipped in every way to revel in the beauty of a museum. Those who can get down on their knees and marvel at the artistry of an oily black beetle wobbling down the sidewalk will be ready to soak in the glory of a Rembrandt.

And once you are here, with your children enjoying sunsets and pretty views and the wind in the trees, and with children who know what it is to try to create something themselves—then they will have learned how hard it is to make a face look like a face. Or water look wet. Or doors to houses look the right size. Or a sky that looks the way the sky looks.

If you have made it this far, then you have children who cannot help but enjoy fine art, because they now have the context. They understand the fundamental relationship of man to God and man to the world of art. They can identify that art which takes technical talent but is not true. They can see how hard it would actually be to have painted one of these glorious masterpieces mankind keeps behind velvet ropes—and they can appreciate the impulses that drove its maker. They can appreciate the Maker who made the artist.

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

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.

**To Do**

Make sure your kids spend plenty of time outdoors this summer. Ask them to take something small in the yard, like a worm or a leaf, and draw it carefully. Take time, in our busy world, to lie in the backyard in the evening with your kids and ask them what they see.
but that someday we will find perfect Truth, Goodness, and Beauty—such stuff as dreams are made on.

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

Smooth runs the water where the brook is deep.

Fare thee well, Shakespeare. What’s past is prologue.

We hope you are in a better world than this.

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

A note from Africa Bright Future Ministries (ABFM)…

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

—Gayle Martinez, ABFM Administrator

Thoughts from a reader

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

—Michelle Augustine

More Info
Links at ClassicalDifference.com/more

Noteworthy

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

- **VERITAS LEARNING CENTRE IN HO CHI MINH CITY, VIETNAM**
- **BETHLEHEM CHRISTIAN ACADEMY IN NDOLA, ZAMBIA**
JUNE 23–25, 2016
ATLANTA, GEORGIA

Ever wish there were a classical Christian school for parents?

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

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

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

Poetic Truth
TEACH the UNSEEABLE

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

Visit our web site at ACCSconference.org to plan your experience.
What is the secret to their success? It seems to share some of the same qualities that are behind the rapid growth of classical Christian education (CCE). Art and music are more than enrichment classes at school; they are integral to worship. They lift us up to higher things in a world that wants to keep our eyes firmly pointed toward the ground.

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

NEW HYMNS! AND CAN IT BE?
The blind Irish monk, Dallan Forgail, penned “Be Thou My Vision” in the sixth century. Today, Irish hymn writers Keith and Kristyn Getty emerge in his footsteps with songs like “In Christ Alone.”
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Keith Getty graciously took a break from the Proclaim '16 conference in Nashville to visit with The Classical Difference about their music.

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

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

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

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

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

1) **TEACHING**: God’s people learn their faith in significant part, intellectually, emotionally, and artistically, through what they sing. … So, we wanted to write hymns that really taught the full canon of the God of Scripture. We live in a generation where there are more Christians in the world than at any point in human history, and yet the average person who calls himself evangelical knows less about the Scriptures than the average person who went to normal government school in 1950 in the West.

2) **CONGREGATIONAL SINGING**: All through history, God’s people have been singing together. Congregational singing is a holy act and the Bible talks about the joy of being together, and that every tribe and tongue will sing together. So we wanted to write music that was all about congregational singing. We write melodies that borrow their structure more from classical music or traditional folk music that can be sung apace, with an organ, with a Chinese instrument, or in a rock band. Songs where the medium doesn’t matter. That’s the centerpiece.

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

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

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

We are fearfully and wonderfully made in the image of God, and God Himself is a creative God, so we love beauty. We are
more than just flesh and bone. Hymns have that ability to capture and fire imagination and heart and intellect and perfectly weld them together.

Think of the words and music when you sing “…Exchange it someday for a crown…”. The fact of the matter is you will rediscover that line many times in your life. It will come out of left field and will offer consolation and excitement. The title of our newest album, “Facing a Task Unfinished,” was inspired by Frank Hotonoff who was Bishop of China in the 1930s. It’s the power of hymns to galvanize in the most desperate of circumstances.

**Why are hymns still with us in this modern age?**

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

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

Absolutely. I, as a father, and as someone who teaches indirectly by being a hymn writer, have a responsibility to want people to extend their minds. Lewis, Tolkien, Rowling … none of them are trying to explain to kids. They are trying to put things beyond their imagination, to extend them.

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

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

TEACHING: If you pick up the book Knowing God, by J.I. Packer and go down [the index page] with a marker, how many of those attributes are mentioned in most modern worship songs? So are the songs true, authentic? Picking up 10-20 percent of the attributes of God palatable for the modern upwardly mobile American and ignoring the rest … is that intellectual integrity?

The aseitic [relating to the uncaused cause] qualities of God don’t get your hands in the air. “Immortal, invisible, God only wise …”—where do I put my hands up and start feeling the way I felt when I was opening my Christmas presents? Nowhere.
To understand your place in the universe, you have to understand that in the beginning, God.

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

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

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

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

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

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

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

Ninety-five percent of what we create never goes anywhere. It’s not sad, it’s just life. Of the songs I write, 60 would be in hymn books, and that might sound like a lot, but over 15 years of writing that’s four or five songs per year. Over 150 days of writing. That’s a lot of days of failure.

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

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

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

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

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

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

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

—Victor Hugo
The Classical Difference

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FACING A TASK UNFINISHED

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

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

New CD and Songbook available Summer 2016, with tours to follow!

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

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

GREATLY COMMISSIONED
Elizabeth joined Covenant Classical School (CCS) in Fort Worth, Texas, in fifth grade and was the school’s first graduate in 2007. She enjoyed math and literature, and wrestled through Latin, not yet aware of the impact language would have on her life.

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

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

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

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

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

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

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

Elizabeth joined Covenant Classical School (CCS) in Fort Worth, Texas, in fifth grade and was the school's first graduate in 2007. She enjoyed math and literature, and wrestled through Latin, not yet aware of the impact language would have on her life.

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

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

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

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

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

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

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

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

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

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

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

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

—ANDREA DEALE
classical Christian liberal arts

Patrick Henry College

PHC.EDU

SUMMER CAMPS

A camp where students think more deeply

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RESEARCH & WRITING + PUBLIC SPEAKING + FINE ARTS + WORLDVIEW
CONSTITUTIONAL LAW + MOOT COURT + LEADERSHIP & VOCATION

REACH HIGH + GROW DEEP
classical Christian liberal arts
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States represented in current enrollment 47
PHC.EDU 91%
Student–Faculty ratio 10:1
Great Books read in the Core 73
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A camp where students think more deeply
Fine Art from the Halls of Learning

A rose is a rose
Avery McDowell, 7th grade
St. Stephen’s Academy
Beaverton, OR
Assignment: Pointillism

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

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

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

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

(italic added)
Fill our frames

We like to fill our hallway with student art, poetry, essays, short stories and other good works.
Published student works earn a $10 Amazon gift card for purchasing classic books. Or crayons.

I Wish That I Had Started Then
Kevin Kearney
Bayshore Christian School
Fairhope, AL

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

English Sonnet
Written with the Staedtler Norica HB No. 2
Jacob Collins
Bayshore Christian School
Fairhope, AL

The dream of life has been ripped apart
In pursuit of what precious few have deemed good
The old way of life is gone - it darts
Around, around little faces carved in wood.
For now the venerated company has passed
Into the Netherworld, a land of despair.
And I, small I, little I, am the very last
One, not quite unlike the Prince of Bell Aire.
But for this reason I must destroy the façade
To counteract the workings of the evil one
And work to restore the green earth of God,
A job that has only just begun.
Now it is time to stand up and fight
For what we believe and know to be true and right.
ON ANY GIVEN SATURDAY
in the spring, you’ll likely find Grant Horner kicking his crampons into the ice at 14,000 feet as he ascends one of California’s many challenging peaks.

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

Dr. Horner is one of a growing number of college professors who have breached the traditional wall between K–12 education and college. As a rule, primary and secondary education have been separate academic domains—but classical Christian schools are changing that. Why would significant numbers of college professors want to help establish, volunteer for, and teach at classical Christian schools around the country?

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

“As a professor at Wheaton College, I saw far too many bright freshmen coming in who had never been exposed to the great books except at the most superficial (i.e., Sparknotes) level.” Dr. Nicholas Perrin is Dean of the Graduate School at Wheaton. He also helped found and occasionally teaches Latin at Covenant Classical School, a K–12 school in Naperville, Illinois. “Again, high-ACT kids, but who had never been taught to appreciate literature as literature, art as art, beauty as
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Latin at Covenant Classical School, a K–12 school in Naper-
ville, Illinois. “ Again, high-ACT kids, but who had never been
taught to appreciate literature as literature, art as art, beauty as
beauty. One of the reasons I went into CCE was because I saw
the difference the educational model was already making in
my own kids’ lives, and I wanted a different future for them.”

In 2002, Steve Turley retired as a professional guitarist, earned
a PhD from Durham University, and decided to find a “real job.”
He thought he would teach college at Eastern University, but, over the next several
years while teaching at Tall Oaks Classical
School in Delaware, he discovered clas-
sical Christian education. He also found
that he was utterly amazed at the fruit of
classical Christian education. “I found
out very quickly that when I wrote a logic
equation on the board or made an argu-
ment for this or that, the students were
able to immediately recognize a number
of the formal and informal fallacies that
plagued my thinking. Or when I made comparisons between
Greek and Latin that weren’t quite accurate, the students were
quick to pick up on it. But it is not just the intellectual vitality
of the school that impressed me. I found that the students …
were actually good students, and as a part-time professor at
a university for nearly two decades, I can tell you that good
students are becoming hard to come by.”

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

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

In the mid 2000s, Dr. David Diener taught at the University
of Indiana when his wife attended a homeschool conference.
She came home with a business card from a classical Christian K–12 educator. Diener discarded it. The next year, she brought home a card from him again. This time Dr. Diener looked at the material his wife brought home and was intrigued. Fast forward a few years, and he had left the college world to run a classical Christian school in Georgetown, Texas. Why?

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

Dr. Scott Yenor, a full-time professor of political philosophy at Boise State University set aside time, for very little money, to teach sixth grade history for several years at a classical Christian school in Georgetown, Texas. Why?

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

Want to know more ... about classical Christian education? Visit ClassicalDifference.com/about.
In the NEWS

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

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

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

More Info

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

Why is an Alabama Teacher of the Year stepping down?

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

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

Headline:

If this doesn’t prompt Socratic discussion, nothing will

Extra, extra!

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

Even around the table

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

Our children were growing up amid ugliness and not beauty.

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

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

What could we do?

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

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

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

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

If we starve our souls of this gift, beauty, we are apt to fall for beauty too hard when we see it and be led into the error of romanticism. Poverty of spirit breeds
unhealthy desire that can overwhelm even the most careful preparations.

So what do we do?

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

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

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

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

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

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

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**To Do**

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

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For Further Reading

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

Vol. 2, No. 2 | Summer 2016 27
WE ARE
A COMMUNITY
OF LEARNERS.

INSIDE AND OUTSIDE OF THE CLASSROOM, HOUSTON BAPTIST UNIVERSITY provides a foundation students will build upon the rest of their lives. Our core curriculum, Honors College, and Spiritual Life programs are designed to foster meaningful discussion around the questions and ideas that matter within a community of learners.

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

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

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

BUILD. FIGHT. COME.
What do you think?
This month’s poll

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

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

- Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination …
  
  —Plato

- To listen is an effort, and just to hear is no merit. A duck hears also.
  
  —Igor Stravinsky

- It’s easy to play any musical instrument: all you have to do is touch the right key at the right time and the instrument will play itself.
  
  —Johann Sebastian Bach

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

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

- Music is the universal language of mankind.
  
  —Henry Wadsworth Longfellow

What do you think?

Weigh in at www.ClassicalDifference.com/poll
RESULTS PUBLISHED IN THE NEXT ISSUE!

The Pickup Line
... is closed for the summer

WHAT CAN WE DO ON THE FIRST DAY OF SUMMER?

Maybe the kids and I will drive to the school and sit in the pickup line, just for old times’ sake. I’ll drive too fast through the parking lot. I won’t pull forward. I’ll park my car a little sideways and open all four doors. As a final treat, I’ll leave the car unattended, sitting right there in line, and go have a picnic. At the school they mow their lawn regularly, and they don’t have a dog. It’ll be a perfect first day.
Poll: Vacations?
The results are in!

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

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

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

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

■ “Vacation can be a preview of heaven. But we can get the ‘rest’ idea out of proportion …”

I Wish I Had More Time to Read …

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

—The Great Gatsby

… JOHN STEINBECK
“What good is the warmth of summer, without the cold of winter to give it sweetness.”

—Travels with Charley: In Search of America

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

—Anne’s House of Dreams

… WILLIAM SHAKESPEARE
“Summer’s lease hath all too short a date.”

—Shakespeare’s Sonnets
School Snapshots

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

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

History and toolboxes

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

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

Upward and onward

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

NO TUITION? NO PROBLEM AT “HARD WORK U”

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

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

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

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

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

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

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

—JEANETTE FAULKNER

How do they do it?

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

NO TUITION

K–12 families at School of the Ozarks pay $2,700 a year to cover meals, books, and lab fees. College students at College of the Ozarks pay about $7,000 a year for room, board, and a few fees. If that is unaffordable, a K–12 family may apply for aid to lower the cost. College students can graduate debt free.

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

The college raises beef cattle, dairy cows, and hogs, and runs a meat processing plant, feed mill, and horticultural center, among other things. Homemade goods served and sold at the campus lodge and restaurant are fresh from their farms, along with items from their workshops, such as ceramic mugs.

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

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Brainwaves
Challenges for a Suburban Summer

Look up “summer activities” on the web and you’ll quickly find a century’s worth of great ideas. We’ve narrowed it down to 5 challenges that will keep your kids entertained, active, and engaged this summer.

1 Reading Race
Match your child page for page in a friendly reading competition. You might want to set limits on picture sizes in your high-schooler’s book choices.
If your child wins, they get to stay up late. If you win, you get to go to bed early! Cash prizes and trips to the zoo work, too.

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

2 Dinner Date
Have your kids plan and make meals on their own. For older kids, choose a different ethnic food each week.
You might choose a day of the week or month that belongs to your child, and alternate between breakfast, lunch, and dinner so that when school starts, they’ll be ready to cook any meal you might need.
The internet abounds with children’s recipes but some of our favorites are Dutch pancakes, BLTs, and pizza.

Visit ClassicalDifference.com/brainwaves for recipes.

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

Music on the Mind

Visit ClassicalDifference.com/brainwaves.
Mastering Mastery

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

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

For bookmaking sources, visit ClassicalDifference.com/brainwaves.

The Pinterest Grab Bag

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

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

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

http://tinyurl.com/cdssummerfun

Mom’s Summer To-do List

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

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

Day Camps with a Purpose

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

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

- **The Idaho Shakespeare Festival** Drama camp, run by our region’s award-winning Shakespeare company. The instructors are generally professional actors in the company.

- **The Sun Valley Summer Symphony** Week-long “music workshops,” aligned with a professional symphony in Sun Valley, Idaho. The instructors and guest instructors are generally professional musicians.

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

You can probably find them in your state, too! ☑
Our promise is not unlike that biblical cord of three strands. For nearly 140 years, Grove City College remains unsurpassed in the strength of its intellectual and spiritual community.

FAST FACTS

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

HOW WE RANK

America’s Top Colleges – Forbes
Best National Liberal Arts College – US News
Best Undergraduate Engineering Programs – US News
Top Value Private Liberal Arts – Consumer Digest
Best 379 Colleges – Princeton Review
Best Colleges for your Money – Money Magazine
Smartest Liberal Arts Colleges in America – Business Insider
2015 Christian College of Distinction
2015 Pennsylvania College of Distinction

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

A CORD OF THREE STRANDS IS NOT EASILY BROKEN

Ecclesiastes 4:12

Learn more and apply today.
www.gcc.edu/apply
Point. Shoot.
Yours might just be the last face people see in our next issue.

The beginning of poetry.
It’s summer! Remember this sky when you’re inside reading poetry on a snowy day next December.
Best-Selling Author and ACCS Alumnus

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The Legend of Sam Miracle

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

— Eric Metaxas