

# Katanòmen Let us consider...



## Humility and Repentance are at the Heart of Christian Education

*Reflections on the 2013 ACCS Conference*  
by Luke Shawhan

*Several Grace Classical Academy teachers and staff attended the 2013 Association of Classical Christian Schools 2013 Conference in Atlanta, Georgia, over the summer. This article contains some reflections on the conference written by Luke Shawhan, a high school teacher at GCA.*

G.K. Chesterton, in his essay refuting Mr. (George) Bernard Shaw, wrote “It is one of the million wild jests of truth that we know nothing until we know nothing.” The ACCS conference reinstalled this truth in me. The beginning of learning is an admission that one does not know all; the speakers and topics of the ACCS conference brought this to the forefront of my mind. From the expansive knowledge of Christian history that Dr. George Grant taught to the wisdom of guiding a classroom that Matt Whitling demonstrated, I was reminded that I have much to learn. Yet, one truth upheld me as I surveyed the task of learning and then teaching in a Christian and Classical school: although I do not know everything, I serve the God who does, and this God equips all of His children for the work He planned for them. Please allow me to survey for you the plenary speakers and topics of ACCS, in order that you may have a taste of the conference and further understand the vision of Classical and Christian Education (CCE).

Dr. George Grant (pastor of Parish Presbyterian in Franklin, TN, and founder of Franklin Classical School), opened up the conference with a call to understand that humility is at the heart of education. Grant quoted Thomas Chalmers, who stated: “The wider a man’s knowledge becomes, the deeper should be his humility: for the more he knows, the more he sees of what remains unknown. The wider the diameter of light, the larger the circumference of darkness.” Grant called this “Gospel Geometry”: to the extent that an individual repents and grows in truth, to a greater extent will he see the darkness around him and in himself. This darkness will drive him to his knees, entreating God to bring light into the darkness. Grant emphasized the point that if we model and teach this Gospel Geometry, it will equip our students for a lifetime of learning.

While Dr. Grant laid out what should be the foundation of our education, Matt Whitling (principal at Logos School in Moscow, ID) laid bare the idolatrous values of education and described what the Scriptural values ought to be.  
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The mission of Grace Classical Academy is to provide an education designed to help our children know the love, grace, truth and holiness of our glorious God and, from this understanding, strive for excellence in knowledge, wisdom and service.

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Whitling argued that the values of a school determine the school's service to either man or God: Does the school worship high test scores and graduates who go to "good" schools, or does the school understand its role as a servant to both the parents and the students by preparing the students to answer God's call on their lives--maybe a scientist, scholar, or stay-at-home mom? (Quite likely, the final possibility requires the mother to be both a scientist and scholar.) In addition, does the school worship the affluence "high" test scores may bring, or does it view itself as a steward of the resources God gives--whether God gives abundantly or gives less than we think we need? If a school sees these idolatrous values, the first step towards growth is to display humility and repent of these values and then instill Godly values into the ethos of the school. When students see schools model humility and repentance, students will practice the same traits.

The next plenary speaker, Doug Wilson, continued the call to assess our educational values by advocating for musical literacy for all students in CCE schools--not simply the musically "gifted." Musical literacy is essential for students, just as reading literacy is essential. Parents and teachers teach children to read so that children can read the Bible and know God; parents and teachers should teach children to read music, because the Word of Christ dwells in believers richly by psalms, hymns, and spiritual songs (Colossians 3:16). If parents and teachers fail to develop musical literacy in their children, the children are robbed of one pathway to know Christ deeply. Although Wilson acknowledged that building a music program can consume vast amounts of resources, the benefits outweigh the cost. To see the need for musical literacy gives a school the opportunity to practice Grant's "Gospel Geometry": to see the need, to see the obstacles, and to entreat the Lord to provide. (The benefits have surely outweighed the costs here at GCA. As a first-year teacher last year, I was astounded at how many kids in the upper grades still could sing *The Epistle of James* and the various grammar jingles they learned from Mrs. Burrell. Surely, not every child who has sung James is musically gifted, but they all benefit from being musically literate.)

George Grant, Matt Whitling, Douglas Wilson--all these speakers called us to assess CCE values and to ensure that CCE schools value humility and repentance, God's will, and music; and, they prepared us for Voddie Baucham. Voddie is a pastor in Texas and author of *Family Driven Faith: Raising Sons and Daughters who Walk with God*. His task was to set forth a Biblical Worldview--a worldview which must be understood by teachers and taught to students. He argued that if parents and teachers give students a love for learning and educate them in the Trivium, yet fail to teach them to view the world through the Lordship of Christ, then parents and teachers are educating the next generation of secularists.

Baucham lucidly presented the failure of Christians to understand the worldview of our culture. While Christians fight abortion and gay marriage, they fail to understand the worldview that undergirds these issues; on the other hand, the secular worldview aims to destroy the foundation of Christianity: Scripture's created order.

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**Let the word of  
Christ dwell in  
you richly,  
teaching and  
admonishing  
one another in  
all wisdom,  
singing psalms  
and hymns and  
spiritual  
songs, with  
thankfulness in  
your hearts to  
God.**

**Colossians  
3:16 (ESV)**

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Editor: Marty Wynn

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Christians must understand Secularism's reversal of the created order; then, Christians must hold fast to the promise of God to preserve a seed that will crush the serpent's head (Gen 3:15). The Biblical worldview teaches a natural order seen in Genesis 1 and 2: God is preeminent; He creates man, who then is to lead and serve woman, and both are to be stewards of creation. The fall of man distorts this order, and secularism teaches the distortion: humanity worships creation, men follow the lead of women, and none follow God's authority. This inversion is the root of the cultural rebellion Christians see today: whether the rebellion is to do what comes "naturally," or to protect the "rights" of women, or to raise boys that remain boys throughout adulthood, or to curse God altogether. Yet, despite secularism's rebellion and its apparent cultural success, Baucham illustrated how God is faithful to the promise given in Genesis 3:15. God promised a seed who would crush the serpent, and consequently crush the distortion of the natural order. The entirety of Scripture tells the story of God preserving His promised seed despite the abounding presence of evil. The promised seed survived the murder of Abel; the seed survived the flood; the seed survived the indiscretions of Abraham; the seed survived the quarrels of Jacob and Esau; the seed survived famine and Israel's enslavement in Egypt. The seed survived Goliath's taunting of Israel, Babylonian captivity, Herod's slaughter of Jewish children, Satan's temptations in the wilderness, and ultimately death on a cross. The seed survives today and is Lord over heaven and Earth. If parents and teachers point students to the glory of Christ and the enjoyment of Him forever, then God will do the work of instilling them with His worldview. This is the hope that GCA rests upon; humility and repentance are the keys to the education we hope to give..

"One of the million wild jests of truth is that we know nothing until we know nothing." GCA is called to an overwhelming task, yet our God is an overwhelming God who is faithful to equip his people for accomplishing His tasks. Let us continue to trust Him as He continually reveals our light in the midst of a dark world.

## Parent Take Away

How can you work with GCA in working out the tasks of God? Do you have a greater interest in the vision of ACCS schools? Here are three ways that you can be involved in the work of God through the ACCS and GCA.

1. Listen Online. Dozens of ACCS conference lectures and workshops are available online for free. They are each about one hour long and provide both the vision and tools of Christian and Classical education. (Note: some recordings are not of the highest quality, but are still worth listening to.) [http://www.accsedu.org/annual\\_conference/conference\\_recordings\\_player\\_and\\_archive](http://www.accsedu.org/annual_conference/conference_recordings_player_and_archive)
2. Volunteer at the school. There are a plethora of ways teachers need help from parents--from making copies to giving guest lectures. Contact the office if you would like to volunteer.
3. Model a love for God and a love for learning. If you want your children to love the Lord and learning, till the soil by modeling it yourself. One way you can model this is by tackling a new subject every year. Is your historical knowledge lacking? Read your child's history texts with them. Are you interested in another language? Follow along in the Latin curriculum and practice at home.

Surely, there are more ways to be involved in the work of God at GCA and the ACCS, but these three offer a foundation to build on and a place to start.

# 1st Quarter Photos



Makenzie Steelman & Leah Greenwood being starfish for Mrs. Harrison's & Mr. Moss' High School Drama class.

## 1st Grade Learning the Mummification Process



# 1st Quarter Photos



7th Grade Math



2nd Graders on the First Day



1st Grade Archaeological Dig



9th Grade Biology



1st Grade Archaeological Dig

• GRACE CLASSICAL ACADEMY •

# The Beauty of a ROSE

A Christmas and History Celebration  
DECEMBER 6, 2013 • 7:00 P.M.  
2438 E. CHERRY STREET, SPRINGFIELD, MO

## Staff Birthdays

### October

October 3 - Kaydi Harp  
October 3 - Jody McNulty  
October 14 - Chris Beeson



### November

November 2 - Alex Deren  
November 8 - Marion Winkler  
November 15 - Michale Nelson  
November 27 - Jill Sellers

### December

December 5 - Robin Harrison  
December 11 - Curt Brannan  
December 26 - Tracy Mercer  
December 29 - Matthew Campbell

# Praise Report

This year we have been presented with a unique opportunity to make each financial gift to GCA be multiplied. For the past several years, one of our grandparents has offered GCA a matching grant of 50¢ for every \$1.00 given up to \$10,000. This year the offer has been repeated and joined by another donor who will match \$1.00 for \$1.00 up to \$10,000. Consequently, every \$1.00 given to GCA during this school year will be matched with \$1.50 given to our school. If the grants are met in full, it will mean \$50,000 for GCA.

It is with a continual sense of wonder and gratitude that we look back over the twelve years of GCA's existence. Part of the original vision for Grace Classical was to refrain from fundraising efforts and public relations programs to meet the needs of the school. The tuition paid to GCA has never covered the cost of operation, but to the glory of our Lord, each year the needs of the school have been met. We have never found it necessary to delay payments that were due, or to do without needed technology or personnel, and for the past two years, the GCA Board was able to give a five percent increase in pay to our faculty and staff.

This journey is a witness to the faithfulness of the Father's provision and the sensitivity of the hearts of those who have responded. Consequently, it is with praise to God and a deep sense of gratitude to those who have supported and continue to support GCA with their prayers, time, and resources that we say, "thank you!" Thank you for every prayer offered, every minute invested, and every dollar given to make GCA a reality in our community.

—Lonnie Vandiver

**He who supplies seed to the sower and bread for food will supply and multiply**

**your seed for sowing and increase the harvest of your righteousness.**

**You will be enriched in every way to be generous in every way,**

**which through us will produce thanksgiving to God.**

**2 Corinthians 9:10-11 (ESV)**



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### ***October 2013***

- 1 Tuition Due
- 8-9 School Pictures**
- 11 End of 1st Quarter**
- 14-18 No School, Fall Break**
- 14-15 Teacher Training
- 15-16 Optional Parent/Teacher Conferences**
- 31 Reformation Day**



### ***November 2013***

- 1 Tuition Due
- 3 Daylight Savings Time Ends**
- 8 Uniform Order Day
- 11 Veterans Day
- 14 High School History Day Skating Party, 6-8 pm, Skateport**
- 22 Fabulous Foot Day**
- 25-29 No School, Thanksgiving Break**
- 28 Thanksgiving Day**



### ***December 2013***

- 2 Tuition Due
- 6 History Day (1st—8th) Choir Concert & All-School Open House, 7 pm**
- 10-16 Finals, 7th—12th grades
- 17 Christmas Dress Day End of 2nd Quarter All-School Chapel Early Out, 12 pm**
- 18-31 No School, Christmas & New Year's Break**
- 25 Christmas Day**

