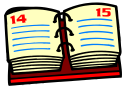


Mark Your Calendar



Monday, Jan 29th
Report Cards Go Home

Monday, Feb 19th
No School
President's Day

Friday, March 1st
Mid-Terms Go Home

Friday, March 22nd
Seder Celebration
½ Day
12:00-12:30 Dismissal

March 25- April 1
Spring Break

Tuesday, April 2
School Resumes

Friday, April 5
End of 3rd Quarter
½ Day
12:00-12:30 Dismissal

A Word from the Principal

The world and society is trying to transform our minds. Young and old are not immune; however, they seem to really target children. They use the same methodology that we use here at St. John's Academy—repetition, repetition, repetition. Our minds are bombarded 24/7 with catastrophic news, immoral behavior and violent acts. Of course this is all available on our phones, TVs and gaming systems.

In the medical journal, *Dialogues in Clinical Neuroscience*, a study was conducted on brain health consequences of digital technology use which concluded the following in June 2020:

"Potential harmful effects of extensive screen time and technology use include heightened attention-deficit symptoms, impaired emotional and social intelligence, technology addiction, social isolation, impaired brain development, and disrupted sleep." We all seem to know devices aren't good, but we choose to use them anyway; however, scripture exhorts us to change.

"...do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God."

--Romans 12:2

At St. John's Academy we choose to transform the world by renewing the mind with the Word of God and making educational choices that are not conformed to the culture. We focus on the good, true and the beautiful. Intentionally we do not use computers, but write in cursive when we learned how to spell instead of using autocorrect. While playing badminton in PE, students learn sportsmanship, teamwork and character outside in the fresh air. Third graders read *Little House of the Prairie* from an actual book with paper pages, then learn Cat's Cradle as the main characters did as they sit in the sun problem solving and laughing with their classmates.

We are making decisions moment by moment to transform the culture for Christ. I challenge you to not use the device as a reward or babysitter. As Harvard Medical School says, "*Boredom is the space in which creativity and imagination happen.*"

Non Nobis Domine,

Mrs. Young, Lower School Principal

Our School's
Weekly Memory Verse
for Week 19:

"Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you."



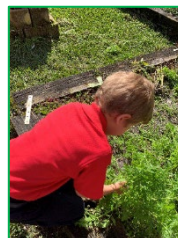
Colossians 3:13



Harvest Time in First Grade

This week, both classes in first grade had the pleasure of picking fresh produce from their three raised garden beds. The children pulled over 30 carrots and then picked peas, tomatoes and prickly eggplants. Later in class, each student sampled the yummy carrots and tender peas which were soon dubbed, "sugar bombs," because of their natural sweetness.

A huge "thank you" is sent out to the Fralix's and their team of parent volunteers: Danielle Palazzo, Lauren Ytterbom, Theresa Fracasso, and Emily Wilson. Thank you for collaborating to make this project such a success.



CLASSICAL CORNER

St. John's Academy has chosen to be accredited by the Classical Latin School Association and this article gives you a glimpse into some of the reasons why. In 2014 we were the first school to go through the accreditation process and there are currently 100 members and 26 accredited schools across America. Thank you Classical Latin School Association for taking on the daunting task of setting the standard for our classical, Christian schools.

The Call To Classical **by Paul Schaeffer**

From Cervantes' *Don Quixote* to Steinbeck's *East of Eden*, authors have grappled with the idea of names. Don Quixote spends four days thinking of what to name his horse, "for it was only reasonable that, his master taking a new character, he should take a new name." Steinbeck has his characters struggle with the naming of twin boys: ought the names be aspirational or based on qualities they see in the boys-or something else?

This history of naming stretches far back into the past and shows up in many different cultures. In the Bible, the changing of Abraham's and Sarah's names when God calls them to a covenant indicates the belief that there ought to be a connection between a name and what the thing (or person) is. American Indians changed or added to the name of an individual based on that person's actions or disposition, showing the same fundamental belief. For the better part of the history of the Christian church, children have been named with patrons in mind, after virtues, or with etymological understandings (e.g., "Lucy" for lux, "the light of Christ").

At the beginning of the neo-classical education movement, the term "Trivium" was forefront in our minds. We named our schools, our groupings of grades, and even our buildings after the Trivium and its parts (grammar, logic, rhetoric). We recognized that to call anything something else would change in fact what it was. In this case, we changed what "elementary school" was by calling it "grammar school."

All this raises the question of the name of the education we call "classical." It is a term we use in the name of our association and one that is accepted by every school in the movement. "Classical education" indicates something essential to the endeavor, and in fact says something about its nature - but what exactly is that?

The term harkens back to the classical era, that is, the era of Greece and Rome. In classical education there is an innate recognition of the primacy of history, that the Greeks and the Romans are our forebears, and that they were able to start the Great Conversation such that humanity continues that tradition down to the present day. And because culture is inherently tied up with language, it connotes the high place of both the Latin and Greek languages.

Each one of the member schools in the Classical Latin School Association commits to this vision of education. We are not attempting any sort of new vision of forming children, but one that has an ancient pedigree. This model is not outdated or unapplicable to modern times. It is our model precisely because it has persisted through time, not needing marketing renewals or political gimmicks to prove its worth. It is our model because it has shown over the centuries that it is in accord with our universal nature, and as such could be called "human education."

Non Nobis Domine,
Wallis W. Brooks, Head of School