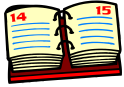




Mark Your Calendar



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

Monday, April 9
Report Cards Go Home

Friday, April 12
Spring Auction

A Word from the Principal

Next year, St. John's Academy celebrates 30 years as a classical, Christian college preparatory school training virtuous scholars that are prepared for the future...destined for Eternity. Since virtue is defined by Webster's Dictionary as "morally excellent; righteous," how do we train these scholars to be virtuous? Our Mission Statement explains.

As a Christian school, St. John's Academy exists for the purpose of training and equipping the next generation to glorify God.

We teach students to think in accordance with, and to defend, the truth.

We teach a comprehensive Christian worldview as an undeniable, inseparable, and immutable foundation of each subject.

Our goal as a classical Christian school is to challenge students to be life-long lovers of learning without apology or contradiction to the truth of Scripture.

We believe that all human life is sacred and created by God in His image (Genesis.1:27). We are therefore called to defend, protect, and value all human life (Psalm 139).

We believe that God wonderfully and immutably creates each person as male and female. These two distinct, complementary sexes together reflect the image and nature of God (Genesis 1:26-27).

We believe the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Genesis 2:18-25) We believe that marriage between one man and one woman uniquely reflects Christ's relationship with His Church (Ephesians 5:21-23).

As Mrs. Brooks said, "In a time when concepts such as faith, morality and personal integrity seem all but extinct to much of the general population, the value of a St. John's Academy education is priceless and must be preserved for the next generation." What we are doing is essential for future generations and for the Kingdom of God!

Non Nobis Domine,
Mrs. Young, Lower School Principal

Coach Petty had some helpers while filling in areas of the PE field.



We love our former student grandmothers, Mrs. Beery and Mrs. Mariner. They are still a part of the Academy!



Our School's Weekly Memory Verse for Week 21:

"Create in me a pure heart, O God, and renew a steadfast spirit within me."

Psalm 51:10



CLASSICAL CORNER

Article from *The Classical Teacher*, written by Martin Cothran

I was asked to speak to a gathering of classical educators recently on the issue of “pedagogy,” the science of how to teach and a word to which modern educators are very attached.

One of the major points I made in my speech was this: *Pedagogy is not the most important thing in education.* It's not that learning how to teach is unimportant; it's just that as educators—whether we're professional teachers or homeschoolers—we need to remind ourselves that the “how” of education is a secondary and not a primary thing. Within the context of a traditional classroom, the most important thing in education is not the *how*, but the *what*. Classical educators should be most concerned with *what* children learn, not *how* they are to learn it.

“The aim of education,” said H. I. Marrou, is “the formation of adults, not the development of the child.” For classical educators, the method of educating children is pretty straightforward. It involves two things: first, taking the knowledge we want children to learn and getting it into their heads and, second, taking the skills we want them to master and training their minds to use them. That's what is meant by the “arts and sciences.” The “sciences” are the various bodies of knowledge to be learned and the “arts” are skills to be mastered. Everything else in education follows from this.

There was once a well-understood body of literary and historical works that everyone was expected to know, stories of history and imagination that gave us good examples to follow and bad examples to avoid. But the emphasis on so-called “thinking skills” and “problem-solving” and test prep has pushed books out of the curriculum in many schools. It was once taken for granted that students read books in school. Those days are gone.

And not only have teaching techniques supplanted the teaching of content, but this emphasis on the “how” has done something else; it has encouraged us to forget the things our children should know. This is not too pronounced in mathematics and the natural sciences because our culture still values these things. But when it comes to history and literature—the subjects that bear most closely on our development as human beings who are created in the image of God and on our roles as citizens—the obsession over method has been almost fatal.

In the early grades, a focus on the “arts and sciences” means memorizing basic arithmetical procedures and grammatical paradigms (best done in the study of Latin) and learning how to write. It also means memorizing facts and dates and snatches of poetry and literature. These basic skills of memorization and drill are the foundation for the study of higher arithmetic, history, and literature in the grammar school, and then in high school for the study of mathematics, the sciences, and an increasingly sophisticated study of the history and great literature of our cultural heritage—literature that students are expected to read and understand, and then imitate in their own writing. In fact, one way of summarizing classical education is to say that it is the imitation of great things. None of these things—memorization, drill, imitation—require any kind of expertise in developmental psychology. All they require is a little common sense.

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