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The Standard

A publication of St. Andrew's Academy

Boarding At St. Andrew's Academy

A new phase of the mission at St. Andrew's began this year as we accepted our first boarding students. Developing the boarding aspect of the school has been a goal for a number of years, and it has been encouraging to see this dream becoming reality. For the present, our boarding program is run similar to many student-exchange programs, in which out-of-area students live with local families.

Our first boarder is from Highlands, North Carolina, and this was her freshman year at St. Andrew's. Miss Emmaline Sampey felt right at home among the mountains and trees of Lake Almanor, which look similar to her home in the Smoky Mountains. The children of the family she boarded with adopted her in no time as their big sister, and Emmaline got the new experience of three younger "siblings."

Josiah and Peter Bartel are native Californians, but spent the early part of their lives further south. This was their first year boarding with St. Andrew's, although they attended for four years prior to this, until their family relocated back to Southern California. Josiah survived his first year of high school without too much hazing from the upperclassmen, while Peter calmly surveyed the rest of the middle school from the height of an eighth-grader.

The benefits of boarding and exchange programs are, and have long been, recognized by many. Students encounter new cultures and people, gain confidence, and begin to learn independence. Academically, boarding students tend to do better overall than students in traditional schools, with faculty available more of the time, structured study times built into their days, and the support of the school community. We believe boarding with the St. Andrew's community to be a beneficial opportunity for many students (see graph next page).

And what do the students think? According to Josiah, "What I like about St. Andrew's Academy is that it has a greater sense of community than at [other schools]. At [other schools] you are just one out of the swirling masses, and you don't interact with your teachers very much outside of class. I was the

only student with my schedule, and I didn't see another student in a class more than twice.... You could easily make your way through the school year without making any friends whatsoever. But at St. Andrew's you have a greater sense of community with the other students."

And from Peter,

"Being a boarding student has many benefits. Since you are away from your parents, it helps you to be more independent and not rely on others so much.... Another benefit is the small size of the school. Here we have fewer students so the teacher can spend more time with each one."

And in Ema's words,

"People here at St. Andrew's really care for one another—and

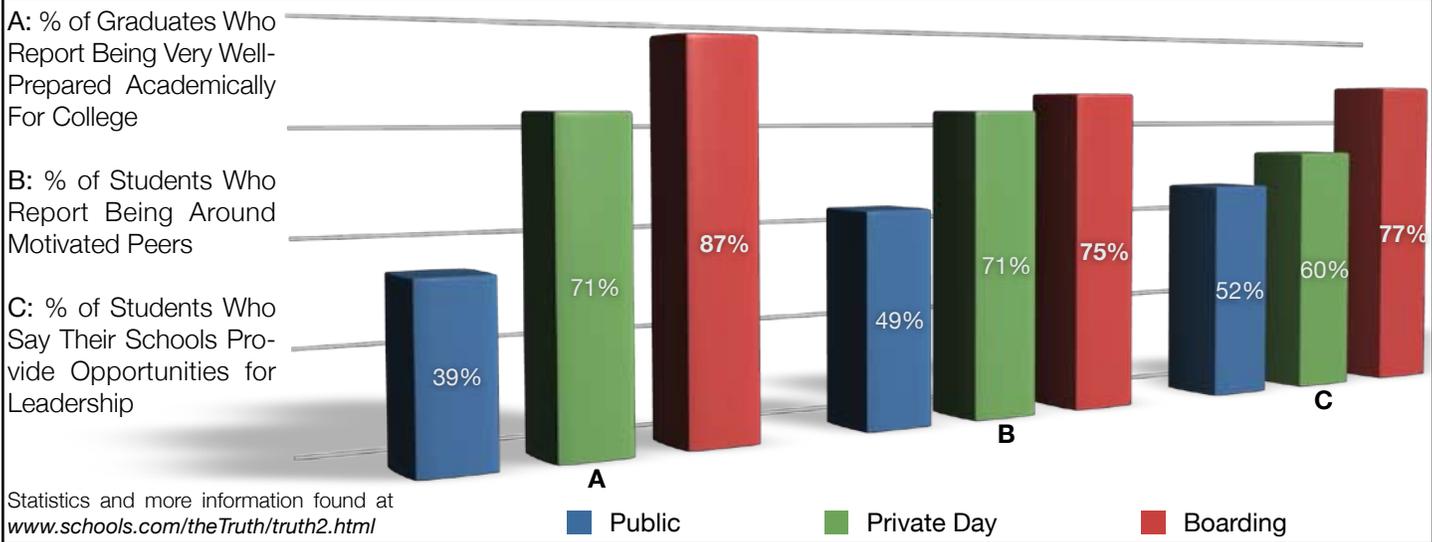
they care about you. Most everyone is willing to help and be an encouragement to each other. This is really part of the whole magic of St. Andrews Academy, and makes it what it is.... I LOVE ST. ANDREWS!!!!"

For the upcoming year, 2009-2010, St. Andrew's Academy estimates being able to take six freshman boarding students (depending upon gender). (For inquiries about students of other ages/grades, please call the school for more information). As we slowly build this aspect of our community life, we plan to accept more and more boarding students.

Anyone interested in boarding should direct inquiries to the school by email, phone, or mail. Check our website (standrewsacademy.org) for more information. We look forward to success with this new phase of our mission, with God's blessing upon it.



Boarding students (l-r) Peter Bartel, Emmaline Sampey, and Josiah Bartel



Canada in October 2008

This past October, with changing leaves and falling temperatures, the St. Andrew's Academy Choir was heading north on another tour. And not just any tour. This one made a few firsts for the choir, who had been to the

restaurants, and even got some studying in.

The choir also led services in Shoreline, Washington, a suburb of Seattle; in Portland; in Redding; and in Grant's Pass, Oregon. At most locations, grandparents, cousins, siblings,

parents and friends of the choristers who lived nearby joined the other congregants. Students and teachers alike were pleased to see far-away loved ones on this tour.

For the seniors on the trip, especially, Father Foos arranged some college visits. In Seattle, they toured Seattle Pacific University; Portland featured Multnomah University and Lewis and Clark College; and in Eugene, Oregon, they sat in on classes at Gutenberg College, and even sang for the student body.

The trip was a success, but one complaint was voiced a few times. What was it? "We didn't eat any Canadian bacon!" So perhaps the choir will have to visit Canada again sometime.



Southeast, to the southern West Coast, and in the Midwest. This tour included the Northwest of the United States, and Vancouver Island in Canada.

Victoria, BC, was the furthest-away destination for this most recent trip, where the choir led evensong for about 300 people at the beautiful Church of our Lord, built in 1876. The congregation seemed to enjoy the service, and the choir received many invitations to sing around the country. When not singing, the group toured Victoria, ate at a few local res-

Incarnational Education

by Father Brian Foos

The question of how we ought to educate seems, paradoxically, both a hot topic and one that no one really wants to discuss deeply. A few pithy phrases or digs at the public educational establishment down the street often suffice for many Christians. Yet this is a fundamental issue lying right at the heart of the life of the Church. Without answering the question of how we ought to educate, we leave behind another generation unequipped to build God's kingdom after us.

Statistics about young people leaving the Church after high school show that the Church in America is in trouble. A quick perusal of teenage culture—within the Church—will tell us the same thing. What's to be done?

As the headmaster of a classical school, I might be expected to say that studies of the Christian student ought to be more aggressive, harder, and more challenging, and that their minds must be formed by the study of Latin and Greek, higher math, Formal Logic, and Rhetoric.

As a priest, I might be expected to say that the moral theology of the students' education must be intensified, and we should be more concerned with helping our young people through the ethical dilemmas they will likely face in our culture.

As a parent, I might be expected to say that a student's relationship with God should be emphasized and a student should be taught how to find an alternative teenage culture to participate in.

What I propose as the simple answer to the question is neither new nor original. But it is, I believe, somewhat shocking to our modern culture. The answer is quite simple. It does not necessarily exclude all the suggestions above, which are excellent in themselves; but it does come before them.

The simple answer is that we must educate our young people in the beauty of holiness. By this I don't mean just that we teach them "this is holy," or "this is beautiful,"—though no good education ought to omit this. What I mean is that our students should experience the beauty of holiness every time they come to school. Furthermore, the primary place for this experience is not the classroom, but the chapel.

Worship is the real foundation of the education we want our children to have. Worship is the real foundation of a life lived for the glory of God. We want our students to become disciples of Jesus, and this occurs most effectively in the life of worship lived around the throne of God. Incarnational and Catholic education is education which is experienced; to have a Christian education, we must first experience Christ, not just in our heads or our rational thoughts, as good and important as that is, but in our lives and with our knees.

This means that we connect with God as a community each school morning. It means that we understand every student in our school community to be a human created in the likeness and image of God. It means we must not treat our students as cogs in a machine, or as material just needing to be stamped with the stamp of "a good Christian education."

Rather, each student is a unique person with gifts and talents and weaknesses, all of which need shaping, discipline, practice, correction, modeling, and forming. Thus, education is not, at heart, so much about facts and figures, spelling lists and readers,

as it is about spiritual formation.

At our school, our students work hard at Math, Grammar, Reading, and philosophical discussion. The higher calling on all of our students, however, is to model their lives—including their academic lives—after the Master. That means that the masters of the school—the teachers—must be modeling their own lives after the Master, so that we might say with St. Paul, "Follow me as I follow Christ."

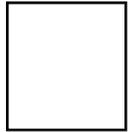
This education is no easy task. It is much simpler to come up with a checklist to turn out the perfect brand-name, factory-stamped student. The problem is that this type of education just doesn't work. The factory model of education—run them through the factory, adding pieces as they go—has failed miserably. So we're left with the kind of teaching we see Jesus doing—challenging, telling stories, calling to higher purposes, explaining, loving, forming. It's much harder, but—with God's blessing—produces the kind of kingdom citizens whom the Church needs to be about her business.



St. Andrew's Academy Kindergarten students, Miss Emmalie Foos and Miss Ailish Carmichael ready for class after Chapel

Ways to Help St. Andrew's

- **NEED:** Please consider making a donation to help scholarship students to the week long Royal School of Church Music Choir Camp. The camp that St. Andrew's is sending students to is in late July/early August and features a director from an English Cathedral Choir program and other professional musicians working with the students each day. The cost is **\$500** per student plus travel costs. For more information, please see the RSCM website (www.rscmamerica.org/PDFs/trainingbrochure.pdf).
- **Need:** 5 new tablet arm chair/desk combinations—\$90 each.
- **iPhones:** Please donate used and working iPhones for St. Andrew's faculty.
- **Need:** Computer upgrading—2 Mac Laptops. If you are upgrading to a new Mac and have a laptop that is still working, please consider donating it to the school. If you would like to donate cash towards this need, we can get used Mac laptops for the school between \$650 and \$900.



Musical Field Trip

by Landin Carmichael and Wesley Gannon
3rd Form Students at St. Andrew's Academy

The grammar school of St. Andrew's Academy went to Chico State University on April 16th. We listened to the "Carnival of Animals" by Camille Saint-Saens in Laxson Auditorium. First, this guy came out and introduced the concert. Then all of the people came out and warmed up their instruments. There were instruments like the cello, viola, bass, trumpet, flute, clarinet, violin, drums, piano, trombone, saxophone, and the bassoon. These instruments made the sounds of animals like monkeys, elephants, fishes, birds, and turtles. The very last song was called "dead Elvis." That was my favorite song because the man was dressed up as Elvis and came out into the crowd playing his "big bad" bassoon. I thought it was a fun experience. I think Camille Saint-Saens was a good musician.



Students and faculty at the Golden Gate Bridge—Spring Break '09

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