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The Standard

A publication of St. Andrew's Academy

Graduates Set to Graduate

We at St. Andrew's Academy are very proud of all our graduates. This Spring we have a particular chance to boast. Three of our graduates (class of '08) are finishing their college work and are graduating with their bachelor's degrees. (Please see the side bar on page 3 for some other alumni updates.)

The faculty at St. Andrew's take pride in preparing their students for the rigors of top-notch colleges and universities. The curriculum at St. Andrew's is unique in that it is all honors level work at the high school level. It is a great books course of study in History and Literature, Philosophy, Religion, and language studies rounding out the humanities. The sciences and math are rigorous as well, and a number of our seniors have chosen a scientific topic for their senior theses.

Sarah Waterman is completing her pre-med studies in pursuit of a career as pediatrician, to graduate this spring. Miss Waterman volunteers weekly at Monterey Bay Aquarium and the pediatric ward at Natividad Community Hospital, and made the dean's list every term at California State University (Monterey Bay). She is the campus tutor for upper division Organic Chemistry, and recently participated in a research project with Washington University, in which she helped sequence the 4th Dot Chromosome of *Drosophila erecta* (a species of fruit fly). Sarah looks forward to seeing her work with this project published in a scientific journal by Washington University sometime this year, and is currently interviewing with medical schools around

the country. She plans to move back to Northern California after medical school, and to serve as pediatrician to rural and disadvantaged communities.

Joseph Salvatore has been an NROTC cadet through his career at Villanova University, and will be assigned to MCM Crew Persistent based in San Diego, California. MCM (Mine Counter-

measures) crews are not assigned to particular ships, so Joseph expects that his crew, which is currently on the USS Scout in Bahrain, may be assigned to another ship by the time he meets up with them, around the beginning of

June. He also received a \$5000 scholarship last semester (the Captain Harry A. Cummings, USN Endowed University Scholarship) and is acting as Student Logistics Officer for his NROTC Unit. We are sure his mother is very happy that he will be based in the same state she lives in!

Serena Howe is president of Lambda Iota Tau and director of academic services at Hillsdale College, in Hillsdale, Michigan, where she also works in the writing center. During the summers, she has interned as a grant writer at the National Center for Policy Analysis in Dallas, and at Mars Hill Audio in Charlottesville, Virginia. The summer of 2009 Miss Howe served as intern at St. Andrew's, working alongside her former instructors, doing administration and marketing work. Miss Howe received the English excellence award last semester, and is writing her senior thesis on the eucharistic theology of Flannery O'Connor. She hopes to teach in Dallas this coming fall.



Sarah Waterman, Joseph Salvatore, Serena Howe

Character Counts: The Priorities of Parenting

by David John Seel, Ph.D.

“Sow a thought, reap an action; sow an action, reap a habit; sow a habit, reap a character; sow a character, reap a destiny.”

—Traditional Saying

Human babies are not like most animals when born.

They are far more dependent on their parents for far longer than most animals. The academic term is “under-socialized.” Human babies are highly dependent on their parents for life, nurture, and direction.

This is why responsible parents invest heavily in their child’s future. Usually these investments fall into three areas: spiritual formation, character development, and academic preparation. Some parents see these three as highly interrelated. Others do not. Everyone is generally agreed, however, that education is highly important if a son or daughter is to achieve his or her full potential. A child without the ability to read and write is severely crippled in his or her prospects in the modern world. Reading failure is the single most significant factor in those forms of delinquency which can be described as anti-socially aggressive.

Compared to other parts of the world, American parents are generally lax. Leisure, entertainment, and sports are given a far higher priority in the United States than in other countries. Moreover, American individualism and child-centeredness parenting tend to undermine the influence parents have on pushing their children academically. The public controversy surrounding Yale law professor Amy Chua’s book on parenting, *Battle Hymn of the Tiger Mom*, largely proves this point. American readers saw the parenting practices advocated by

“Brilliance without morals is deadly.”

Chua and largely taken-for-granted; in India, Korea, Singapore, and China as draconian.

But a good education is not enough. A trained mind without character is a dangerous combination. Ernest Boyer writes, To have people who are well informed but not constrained by conscience is, conceivably, the most dangerous outcome of education possible. Indeed, it could be argued that ignorance is better than unguided intelligence, for the most dangerous people are those who have knowl-



The Arthurian cycle of stories celebrates character in the form of chivalry—or often in the lack of chivalrous action by many of the arthurian characters in the stories.

edge without a moral framework. It is not the lack of technological information that threatens our society; it is the lack of wisdom, and we run the risk today of having our discoveries outdistance our moral compass. Brilliance without morals is deadly.

So most parents acknowledge that it is far better to have educational rigor combined with concentrated character formation. Sadly, however, this is a task largely abandoned by many forms of education today where progressivism and relativism reign. The progressive emphasis is to allow the child to serve as his or her own authority. The relativism emphasis affirms that no one’s opinion is to be preferred over another with the exception of a taboo against making any forms of judgment. Tolerance of individual whim is the logical consequence, and with it the death of character.

Abandoning one’s child to an educational system that undermines objective academic standards and moral absolutes is a choice facing many American parents. Ivy covered buildings with decades of inferred prestige mask the dangers lurking within their classrooms.

But intellectual and moral education does not float in a vacuum. The “why” behind the “what” must be itself grounded in a philosophical or religious tradition. T.S. Eliot wisely noted that all education is rooted in a “philosophy of life.” Religious instruction has historically been tied to educational aspiration.

If the root of all reality is spiritual and our flourishing is dependent on being rightly oriented to this spiritual reality,

then the outright abandonment of a spiritual perspective in education, or its casual disregard by parents and teachers, is surely a problem. Author John Piper warns,

If you leave the infinite all-defining, all-controlling, all-pervasive God out of account, all understanding and all

“When the main thing is missing, what’s left is distorted and superficial, whatever it is.”

interpretations and all analyses are superficial. When the main thing is missing, what’s left is distorted and superficial, whatever it is.

Ideally, then, spiritual formation, character development, and intellectual preparation should be found together within a school. But it is not always the case. Consequently, conscientious parents have to seek carefully and make informed, individualized decisions about their children’s educational choices.

Dr. John Seel is a cultural critic and entrepreneur, an author of many articles and books, and is a sought after speaker. He also happens to sit on St. Andrew’s National Advisory Board and serves on the faculty as the college counselor for our seniors.

International Guitars Field Trip

By Berry Enloe & Elizabeth Foos
1st Form students at St. Andrew’s Academy

They played violins and the big violins (what are they called?). Some was hard, some was soft. The conductor asked people to dance while he waved his arm about. He asked people to come and direct. You have to have a stick to direct an “orgustra.” The music made me feel joyful, but one song was sad.

This time, there were pictures on a big screen. Some had funny pictures and others were different. There were a lot of people, too. They were good. I liked the sound of the drum.

Then we went to a park. I played in a crooked house. When you go up three sets of stairs, then there’s my dancing room.

The essay on the previous page tells why I serve on the National Advisory Board of St. Andrew’s Academy. Despite its size and modest appointments, here the three goals of an excellent school—spiritual formation, character development, and intellectual preparation—are given serious attention. St. Andrew’s offers its students a worshipping, learning community based in a traditional vision of life and reality, one that best equips its students to achieve their latent potential. Set in the picturesque Lake Almanor region of Northern California, it offers a Christ-centered, traditional education that is

“One of parents’ most important decisions affecting their child’s long-term development is where they send their child to school.”

the antidote to most of the weaknesses affecting education in American. There are certainly more glamorous schools, but few that are more effective in the things that should matter to parents.

Not only are our children “under-socialized” when small; they also become accustomed to whatever environment we place them in—for better or worse. One of parents’ most important decisions affecting their child’s long-term development is where they send their child to school. Child development psychologist Judith Harris writes,

It is the one power that nearly all parents have—the one way that they can determine the course of their child’s life: the power to choose their child’s peers.

I now have four grandchildren. If I were to do it all over again, St. Andrew’s Academy would be my first choice for my children, even as boarders. I have confidence that this is a community with its philosophy and priorities straight. No father can wish more for his child.



More Class of ‘08 Notes

Though we featured three of our graduating Alumni, we didn’t mention Amanda (Kelley) Bradley. Technically, she has actually already graduated from CSU Monterey Bay in December with a degree in Liberal Studies. She is walking at commencement this Spring for her degree and for her teaching credential. Our last issue of *The Standard* talked of her marriage to her high school sweetheart and fellow St. Andrew’s alum, Andrew Bradley. Though Andrew still has more time to put into his college studies (switching majors will do that to you), he knows that he also wants to go into teaching. Andrew will receive, however, the Daddy degree in May. (Which ought to help his studies!)



New Faculty Member at St. Andrew's

Tim Enloe joined the St. Andrew's Academy faculty this last Fall and brought a wealth of humanities education and experience with him. He also brought with him his wonderful family. He and his wife Heidi, and their daughters moved to the Almanor Basin in September.

This year, Mr. Enloe is teaching middle school Latin, grammar school Greek, and other upper grammar school classes. And, of course, he and his wife are kept busy raising four smiley girls under age 6.

Mr. Enloe grew up in a military family, so he moved all over the country while growing up. When asked, however, he'll probably say Texas was closest to "home." He earned his master's degree in Humanities from University of Dallas in early 2011. Before coming to St. Andrew's, he taught two years in Fallon, Nevada, where his wife's family lives. His undergraduate studies were at New St. Andrew's College

in Moscow, Idaho, where another St. Andrew's instructor, Allison Steinberg, also studied.

The school is very pleased to have him and his family in the community, and the satisfaction seems mutual. Says Enloe: "I'm pleased to be working at a school where the vision of Christian classical education is consistently pursued." And of course, the natural surroundings are a big plus for the family: "Lake Almanor is a beautiful area," he adds.

So if you meet the Enloe family around Chester and Lake Almanor, be sure to make them feel welcome!



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