



BY THE MANE

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Life and Growth at DCCA

We learn from creation that where there is life, there is growth. This is doubly true for those who are in Christ, who is the true vine (John 15). Thus, we joyfully welcomed nearly 20 new grammar students in 2007-2008, from as far away as Tucker to the south and Gainesville to the north.

We are grateful for so many families committed to educating



their children. It is encouraging not only because we desire Dominion's numerical growth in the present, but because we hope the church's influence

will grow in generations to come. Our efforts at DCCA represent our hope in Christ as Lord of the future. — James Cain

From the Board: Repairing the Ruins

In August 1865, Lexington, Virginia, lay in ruins, as did much of the South. Cities, towns, farms, and families were torn asunder. The means of the continuing survival of the South were called into question. Hope faded — even disappeared — for the members of the lost cause. It was in this context that an unexpected call came to the greatest hero of the South, Robert E. Lee. Lee's heart was heavy burdened for the people

of the South. He had led them in war and now desired greatly to lead them out of the ashes. In the providence of God, this unique call came.

What kind of call could help restore a land where brute military strength had been overwhelmed? The call that Lee received was to assume the presidency of Washington College, founded in 1749 as Augusta Academy, a colonial classical school.

Jeremiah exhorted the people of Jerusalem to seek "the ancient paths, where the good way is; and walk in it, and find rest for your souls." Lee sought the ancient paths of the classical school.

John Milton, in his political writings, was considered to be a father of secession. Interestingly, he also wrote a small tract on education. Milton's thought on both topics *(continued on page 4)*

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*The end then of Learning is
to repair the ruins of our
first Parents by regaining to
know God aright, and out
of that knowledge to love
him, to imitate him, to be
like him, as we may the
nearest by possessing our
souls of true virtue, which
being united to the
heavenly grace of faith
makes up the highest
perfection.*

*John Milton
"Of Education"*

*Logic!" said the Professor
half to himself. "Why don't
they teach logic at these
schools?"*

*From The Lion, The Witch
and the Wardrobe*

Spotlight: K4 and Kindergarten

Our K4 and Kindergarten classes lay an essential foundation for classical education. Reading and mathematics, Latin and history – the study of all of these depends on what children learn *before* 1st grade.

Mrs. Stephanie Ammons and Mrs. Jeri

Hanson introduce the K4 students to the alphabet and numbers. In addition, the children have learned some Scripture verses, their first catechism questions, as well as several hymns.

With Mrs. Bethany Ficks, our kindergartners have continued

their study of phonics, with many beginning to read by Christmas.

Each afternoon, the K classes come together for enrichment in art and music. Beginning February 15, we will feature their art on our Web site. – JC

Spotlight: 1st and 2nd Grade

In first and second grades, Mrs. Ann Bentley helps her students transition into grammar instruction. While the children continue their study of phonics, their reading skills allow for a wider range of literature and curriculum.

They have also begun their study of

history, reading about America's founding.

Science experiments have helped students understand the God's creation and the universe we inhabit. As they studied astronomy, the class constructed a solar system and memorized the planets (including Pluto!). They have also studied space

rocks.

The second graders began their long survey of world history with creation, and the ancient world.

As we prepare for our history fair, the students have begun a focused study of daily life in ancient Greece and Rome.

The Road to Rhetoric

As you may remember, the logic or dialectic stage corresponds roughly to "middle school," when most young adolescents begin grappling with ideas. Among other

things, they will learn to ask good questions and give good answers. And they will begin to put some flesh on the bones they learned in grammar school. The dialectic classroom and

curriculum are specifically designed to help students think, and think well.

Please pray for us as we seek teachers for this vital task.

Run toward the Roar

“There is not a square inch in the whole domain of our human existence over which Christ, who is Sovereign over all, does not cry: ‘Mine!’”

Over the last month, we have talked about Abraham Kuyper, a Dutch pastor, theologian and statesman, in several contexts. All our talk may lead you to ask: “Why all the fuss over a dead Dutchman?”

The short answer is that “worldview schools” such as Dominion owe Kuyper a great debt. Even the way we use the term ‘worldview’ comes from his work and writings. He appropriated a term from German philosophy – *weltanschauung* – and grounded it in the person and work of Jesus, explaining that to be a Christian means engaging and redeeming the surrounding culture. Dominion’s name, as well

as our approach to education, relies in large part on this understanding of God’s command to His people. We do not rely on our own efforts, but we serve Him, looking forward to a future when “the earth will be filled with the knowledge of the glory of the LORD as the waters cover the sea” (Habakkuk 2:14).

Aspects of our own culture may alarm us, and the roar of battle may be loud. But this spirit of “Kuyperian” engagement with the culture means we do not run away from the roar of battle but toward it.

As we wind down our second year, we would do well to remember that we are preparing our students to carry the banner of Christ well, and that the world God made is worth the fight. – JC

Coming Events

February

- 1 Deadline for returning student registration
- 4 Rolling Acceptance begins
- 13 Mission Project
- 15 Honors Chapel, 10 a.m. (Best Day)
- 22 History Fair
- 25 Progress Reports Issued
- 28 Information Meeting, 7 p.m.

March

- 20 Foundational Workshop, 6:30 p.m.
- 17 3rd marking period ends
- 21 Easter Chapel, 10:00 a.m. (Best Day)
- 27 Fine Arts Night, 6:30 p.m.
- 28 Report Cards issued

April

- 4 Honors Chapel, 10 a.m. (Best Day)
- 7-11 Spring Break (NO SCHOOL)
- 16 School pictures (Best Day)
- 18 Science Fair
- 24 Information Meeting, 7 p.m.
- 21-25 ITBS Testing
- 25 DCCA Auction Dinner, 6:30 p.m.

May

- 8 Foundational Workshop, 6:30 p.m.
- 9 Field Day (No Uniform)
- 16 Teacher Appreciation
- 22 Information Meeting, 7 p.m.
- 23 Last Day of School

Ruins (continued)

(continued from page 1)
met in Lee. Milton wrote, “The end, then, of learning, is to repair the ruins of our first parents by regaining to know God aright, and out of that knowledge to love Him, to imitate Him, to be like Him.” Lee wanted not only to remember but repair the ruins of the South.

Scripture is replete with commands to remember and to recount our history. The poet Abram Ryan captured this ideal well in “A Land without Ruins”: “Give me a land where the ruins are spread and the living tread light on the heart of the dead.”

A classical Christian education inculcates a reverence for history. However, we must do this with faith toward God’s promises and purposes as revealed in Scripture. We must not

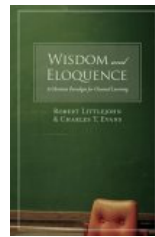
make idols of heroes or ages. We are not to train mere lovers of the past, for the apex of God’s plan is not in the past but is future-looking. Like Lee, we should consider ourselves failed in our “leading object” if our children do not become sincere Christians.

Our call now is similar to Lee’s in 1865. We have set about to repair the ruins by establishing a classical school. Our faith is in God that He will protect our vision and use our weak efforts to establish His kingdom and to encourage our posterity with our witness.

Derek Monjure is a founding board member of Dominion. His children are Ethan (3rd grade) and Abigail (Kindergarten).

The mission of Dominion Classical Christian Academy is to advance the Kingdom of God by covenanting with parents to provide a distinctly Christ-centered education through a recovery of the classical tools of learning. This objective is anchored on the biblical foundation of *truth*, the *goodness* of academic excellence, and the compelling *beauty* of our triune God.

Off the Shelf



Wisdom and Eloquence: A Christian Paradigm for Classical Learning. (Crossway, 2007)

In *Wisdom and Eloquence*, Robert Littlejohn and Charles Evans lay out a paradigm for classical Christian education. The authors present the great need for classical education, the history of the

trivium, and the rationale for certain elements of a school’s curriculum.

The book also contains an excellent explanation for how grammar, logic, and rhetoric can and do overlap through all a student’s school years. Read this for a refresher in why we “do” classical Christian education.

Food for Thought

If we cultivate reading—if we read habitually and for pleasure, reading the Bible, newspapers, the great works of the past and the present, the wide-ranging “promiscuous reading” advocated by the Christian poet Milton—we will reinforce the patterns of the mind that support Christian faith and lead to a healthy and free society.

Gene Edward Veith, Jr., in *Reading Between the Lines*