



# THE GREYFRIARS ARCHER

*Sagittae Formosae et Praeacutae*  
(Arrows, Beautifully Formed & Sharpened)

(Ps CXXXVII)

2701 RICE ROAD • MATTHEWS, NORTH CAROLINA 28105 • 704.315.5774 • [INFO@GREYFRIARSCA.NET](mailto:INFO@GREYFRIARSCA.NET) • [WWW.GREYFRIARSCLASSICAL.ORG](http://WWW.GREYFRIARSCLASSICAL.ORG)

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## Upcoming Dates:

### Open House

Friday, February 24  
9:30 a.m.

### Semester Break

March 5 - 9

### Association Meeting

Thursday, March 15  
7:00 p.m.

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## GCA Leadership

### Headmaster

John McGowan, M.Div.

### Faculty

Cliff Blair, M.Div.  
Anna Cranford, B.A.  
Pam Dollar, M.S.  
Connie Fessler, M.E.  
Gwen Firebaugh, B.S.  
Beth Harvey, B.A.  
Christina Johnson, B.A.  
Lori Lawing, B.A.  
John McGowan, M.Div.  
Greer Nabb, B.A.  
Lee Shelnett, M.A., M.Div.  
Darol Timberlake, M.S.  
Nathan Trice, M.Div.  
Matthew Tringali, B.A.  
Barbara Van Patter, M.E.

### Board of Directors

Thomas Willingham, Pres.  
Henry DeBoer, Treasurer  
Jeffrey Roach, Secretary  
Nathan Trice

## *Greyfriars Students Take to the Stage!*



Students from grades 9-11, plus a few younger siblings, took part in a production of Charles Dickens' "A Christmas Carol." With help from various parents, the Aesthetics teachers at Greyfriars, Lori Lawing and Barbara Van Patter, organized the performance.

*[Additional pictures and some background information about Dickens' "A Christmas Carol" can be found on page 4.]*

## *Applications for 2012-2013 Now Available*

The next academic year will mark a milestone at Greyfriars: our first graduating class! For the first time, we will offer all four high school grades (9th-12th). Applications are available online at our website:

[CLICK HERE FOR APPLICATION](#)

- Applications will be considered in the order they are received.
- Both full-time and part-time students are welcome to apply.
- An Open House will be held Friday, Feb. 24, 9:30 a.m. – 11:30 a.m.

## STUDENT HONOR ROLL

### School Verses

#### **Psalm 127:4**

*Like arrows in the hand of a warrior are the children of one's youth.*

#### **Micah 6:8**

*He has told you, O man, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?*

For the Fall Semester, a total of 6 students earned a place on the "A" Honor Roll (an "A" in every class):

- 11<sup>th</sup> Grade: Paige Cole
- 10<sup>th</sup> Grade: Lydia Brandt, Lia Jerby, Jeremiah Smith, Rachel Vaughn
- 9<sup>th</sup> Grade: Jadon Pemberton

Thirteen additional students made the "A/B Honor Roll" (at least a "B" in every class):

- 11<sup>th</sup> Grade: Jillian DeBoer, Nathan Lawing, Daniel Lindholm  
Nathan Lindholm, Eli Olson, Allison Vaught, Brynn Willingham
- 10<sup>th</sup> Grade: Nadine Lawing
- 9<sup>th</sup> Grade: Kennedy Ellison, Conor Murdock, Seth Thomasson, Nicole Vaughn, Carl Williams

## FACULTY PROFILE

### **Mrs. Pamela Dollar – Biology (9<sup>th</sup> Grade)**



Pamela Dollar is a board-certified Family Nurse Practitioner working at the Center for Child and Adolescent Medicine. She has a B.S. degree in Secondary Education from the University of Alabama, and both B.S. and M.S. degrees in Nursing. She also serves as a volunteer at the H.O.P.E. Crisis Pregnancy Center, in Monroe.

Pamela has been married to Chris Dollar for 30 years, and they have two grown children who were homeschooled by her for seven years.

Pamela understands Christian education to be a philosophy of educating that requires all of life to be brought under the lordship of Jesus Christ. It presents all knowledge as coming from Christ, in whom are hidden all the treasures of wisdom and knowledge. Concerning biology, she writes:

“Students should be encouraged to see the study of the bios (life) as a natural extension of their study of God, the Lord and Giver of Life. They should also be challenged to engage in discussion responding to objections raised against the true knowledge of God. This will build them up in their faith, equipping them to be always ready to give an answer for the hope that is within them.”

## CLASSICAL EDUCATION IN THE REAL WORLD

by Corie Crouch

As I was doing my Christmas shopping this past December, I happened to hear a radio interview that addressed the link between higher education and the job market (“Building a Qualified Workforce for the Future: New Trends in Higher Education,” *The Diane Rehm Show*, Dec. 14, 2011). This topic caught my attention because I have had the pleasure of working with students from kindergarten through high school in Christian classical education for many years. It is no surprise that the concerns of parents of high schoolers differ significantly from those of parents with younger children. While the latter desired a safe environment and a biblically-based curriculum for their children, the former wanted to know how the school’s curriculum would prepare their students for college, and more specifically, how it would enable them to compete in the job market.

Competing in the job market was the subject under consideration on the radio program, as the guests discussed what they called the “education deficit.” According to the panel, a surprisingly high number of jobs go unfilled each year in the U.S. because of a lack of qualified candidates. Many blame higher education, citing the fact that employers often complain that job applicants with college degrees are inadequately prepared for the working world. On the other hand, many college professors blame the education deficit on the nation’s public schools. Josh Wyner of the Aspen Institute reported that an astounding 60 percent of students entering community college and 25 percent of those entering a four-year college require remediation. This result did not surprise me considering the progressive educational philosophy that the government schools have pursued for decades. I was surprised, however, that the broadcast ended by supporting a liberal arts curriculum, as this particular radio program would typically promote a progressive educational agenda.

The host asked the guests if a four-year college education in the liberal arts would help students find a job. Claudia Goldin, an economist from Harvard University, answered unequivocally, yes. She said:

“First of all, technical change is the backbone of economic growth. In periods of technological change and periods of fast technological change, the returns to education are the highest. We cannot predict what jobs are going to be in demand in the future. 20 years ago, if you would’ve said there are going to be these things called web designers, someone would have said, what are you talking about? ...*And the best type of education is an education that enables the student to ask the right questions, not to give them an answer to a question. ...And a broad education, something that we call a liberal arts education is in many ways the best flexible education*” (emphasis mine).

I could not completely agree with Goldin’s answer only because it failed to embody the true essence of a liberal arts education. An education is not liberal simply because it is broad. A liberal education is one that integrates and orders knowledge. The historical definition of the liberal arts can be traced to classical antiquity when a particular “curriculum” was developed to prepare the free individual within a society for the demands of decision making and leadership (liberal comes from the Latin term meaning “free”). Grammar, Logic, and Rhetoric (the Trivium) were its core, and later Arithmetic, Geometry, Music, and Astronomy were added to form the Quadrivium. In other words, the liberal arts form the classical curriculum.

The rigors of the liberal arts have the capability of preparing a student for the uncertainties of the future because they instruct the student in what it means to be human while enabling him to grasp the essential nature of the world around him. According to Richard Weaver:

“Its content and method have been designed to develop the mind and the character in making choices between truth and error, between right and wrong. For the liberal education introduces one to the principles of things, and it is only with reference to the principles of things, that such judgments are at all possible. The mere facts about a subject, which may come marching in monotonous array, do not speak for themselves. They speak only through an interpreter, as it were, and the interpreter has to be those general ideas derived from an understanding of the nature of language, or logic, and of mathematics, and of ethics and politics. The individual who is trained in these basic disciplines is able to confront any fact with the reality of his freedom to choose. This is the way in which liberal education liberates” (“Education and the Individual,” *The Intercollegiate Review*, 1965, 2 (1), 68-76.)

Thus, a liberal (or classical) education equips the student to use the foundations of truth in all areas of life, to ask the right questions in an ever-changing world, and so adapt to an unpredictable job market.

*Corie Crouch served as the Head of Covenant Classical School (Concord) from 2005 until 2009. She is currently pursuing a graduate degree at UNCC, where she also gives instruction in the English Language Training Institute.*

## “A CHRISTMAS CAROL”



The Christmas season in 1843 saw the publication of Charles Dickens' "A Christmas Carol." Many of our American conceptions of a "traditional" Christmas come from this time in Victorian history. Indeed, Queen Victoria of England had just married a few years before the publication of this book. Her German husband, Prince Albert, brought some of his native customs to England, beginning some of the traditions of Victorian Christmas (including the Christmas tree). At the same time, the Industrial Revolution was changing communities and threatening many of the features of Victorian England, including the celebration of Christmas.

In "A Christmas Carol," Dickens attempts to show that the spirit of Christmas need not be lost in the race to industrialize, but can live on in our modern world. In his own words, he wrote his little book in order to "strike a sledge hammer blow for the poor."

In the book, Dickens modeled the Cratchit family's lifestyle on his own childhood experience. When Dickens was just 12 years old, his father had been sent to a debtors' prison, and Charles bitterly remembered having to leave school, pawn his books, and work in a factory during that time. He had seen other children working long hours in the tin mines and attending poor schools.

*(continued on next page)*



Dickens demonstrates that even in poverty, the winter holiday can inspire good will and generosity toward one's neighbors. This idea is captured in the very last sentences of the book:

It was always said of Scrooge, that he knew how to keep Christmas well, if any man alive possessed the knowledge. May that be truly said of us, and all of us! And so, as Tiny Tim observed, God Bless Us, Every One!



## TOGETHER IN EDUCATION



So far this year, 24 friends of Greyfriars have linked their Harris Teeter VIC card to our school, earning a total of \$102! Last year, our school earned over \$130 from 20 participating families.



The next time you are checking out at Harris Teeter, simply tell your cashier that you want Greyfriars' account number linked to your VIC card. It's that easy!

**Our school account number is 8280.**

**You need to do this again each year, starting in August.**

2% of your store-brand purchases are deposited into our GCA account, as part of Harris Teeter's "Together in Education" program. Thank you for supporting GCA!

Click below to donate securely online:

[GIVE TO GCA \(click here\)](#)



You can also visit our website, [www.greyfriarsclassical.org](http://www.greyfriarsclassical.org), and click on the "Give to GCA" button.

[Please Forward this Newsletter to a Friend \(click here\)](#)



2701 Rice Road • Matthews, NC 28105 • 704.315.5774 • [info@GreyfriarsCA.net](mailto:info@GreyfriarsCA.net) • [www.greyfriarsclassical.org](http://www.greyfriarsclassical.org)

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