



# Renuntio

No nobler training exists but that which cherishes the good, the beautiful, and the true, thus producing disciples of knowledge and lovers of wisdom.

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## MAKING AMERICANS

The Founding Fathers were thoroughly and classically educated, even if not formally so. How did their classical knowledge affect their thinking about the new nation? For one thing, they had a rich appreciation and respect for the lessons of history which was born out in their writings and debates about how to construct an American Republic. Patrick Henry stated, "I have but one lamp by which my feet are guided and that is the lamp of experience. I know of no way of judging of the future but by the past."

The founders combed the annals of the ancients for examples of governments that worked well – and for those that did not. They knew well before the philosopher George Santayana was born to say it, that "those who do not know history are condemned to repeat it."

These men had read and digested Plato, Aristotle, and Cicero, and they used the ancient luminaries to frame and illus-

trate their ideas before the Philadelphia Assembly of 1787. During these sessions, heated debates with reference to the Federalist Papers pulsed with subtle classical allusions. Not only that, but each of the writers of these papers chose pseudonyms for themselves taken from the writers of classical times.

America's Founding Fathers, replete with a core classical mindset, understood that this nation would flourish only by preparing its youth in self-government and the responsibilities of civic life. Governor Silas Wright eloquently addressed the 1845 legislature with the following words:

*On the careful cultivation in our schools, of the minds of the young, the entire success or the absolute failure of the great experiment of self government is wholly dependent; and unless that cultivation is increased, and made more effective than it has yet been, the conviction is solemnly impressed by the signs of the times,*

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## THE XAVIER PROMISE

*Xavier Classical Charter Schools are dedicated to providing a classical, academically rigorous, content-rich, liberal arts education, preparing students to excel in every duty and guiding them toward wisdom and virtue.*

### MARCH EVENTS

- 4/5— CHESS CLUB 3:15 P.M.
- 4/5—LITTLE MERMAID INTENSIVE PRACTICE
- 4/9— SAT DAY  
(No School—K-10)
- 4/12—SCIENCE FAIR ASSEMBLY  
10:00 A.M.
- 4/12—CHESS CLUB 3:15 P.M.
- 4/15—LOTTERY
- 4/18—BOARD MEETING 6 P.M.
- 4/19—CHESS CLUB 3:15 P.M.
- 4/19-20—HOOVERVILLE
- 4/26—CHESS CLUB 3:15 P.M.
- 4/27—MUSIC IN THE PARKS  
LOGAN, UTAH



## Making American Citizens cont.

*...that the American Union, now the asylum of the oppressed and “the home of the free,” will ere long share the melancholy fate of every former attempt of self government. That Union is and must be sustained by the moral and intellectual powers of the community, and every other power is wholly ineffectual. Physical force may generate hatred, fear and repulsion; but can never produce Union. The only salvation for the republic is to be sought for in our schools. (The Making of Americans, Hirsch)*

It is tempting to look back on the education of the Founding Fathers and think that what they did is too difficult for students today. That would be a terrible mistake. Yes, they enjoyed some advantages over us, mostly in terms of having fewer distractions, but that is something we have the power to control. The fact is that we have advantages they didn't. For example, the educational resources available to colonial children were not only harder to find, but were vastly inferior in quality. We can say we lack their fortitude, but that is not something they brought to their education; rather, it is a benefit they received from it.

It is our responsibility to train American children to be American citizens. The Founding Fathers left us clear blueprints for the future of American liberty. They are called the Declaration of Independence and the United States Constitution. These documents should forever be our plumb line for teaching American history and self-government.

Becky Baird

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## MARCH PILLAR OF THE MONTH

**COOPERATION**— We work with others for the good of all involved with a positive attitude. We equitably participate in mutual responsibilities for the completion of shared ends and direct our efforts and attention accordingly.

**April 1** – *“Control is violence; cooperation is friendship.”*

~Bryant McGill, Voice of Reason (b.1969 - , American author, speaker, activist)

**April 8** – *“Alone we can do so little. Together we can do so much.”*

~Helen Keller (b.1880-1968, blind American author, lecturer, activist)

**April 15** – *“We may have all come on different ships, but we're all in the same boat now.”* ~Martin Luther King, Jr. (b.1929-1968, American clergyman, activist, African-American Civil Rights leader)

**April 22** – *“Sticks in a bundle are unbreakable.”*

~Kenyan Proverb

**April 29** – *“Now join your hands, and with your hands your hearts.”*

~Shakespeare

**Spring ISAT testing begins next week!**

Sleep well, students...

*“True silence is the rest of the mind, and is to the spirit what sleep is to the body, nourishment and refreshment.”*

William Penn