

Dear OLR Parishioners,

When people hear the words “classical education,” certain images come to mind. Latin conjugations. Thick books. Greek philosophers with impressive beards. Perhaps a student explaining why Achilles was right—or wrong—to sit angrily by his ships.

Yes. We have our fair share of these things at OLR. But none of them, by themselves, make a school classical.

So what does?

I believe there are four marks of a thoroughly classical education.

First, classical education must be Logocentric, rooted in the belief that the cosmos makes sense because God made it so through the Word, through whom all things were made. Mathematics and music, poetry and science, history and theology are not separate islands. They are parts of a whole. We help students behold how these parts fit together and, ultimately, how they point back to their Creator.

Second, this leads to a high view of man. Our students are not simply future workers who need the right skills to get the right degree to get the right job. They are made in the image and likeness of God. They possess a freedom so dangerous that they can become radiant images of the ineffable God or make themselves into vicious beasts. We teach difficult books, ask difficult questions, cultivate virtue, and call students toward holiness because the stakes of becoming human are nothing less than eternal.

Third, classical education is marked by Piety: love and duty toward what has been handed on to us. Our students have inherited a faith, a Church, a language, a history, and a Christian vision of the world that they did not build. We want them to receive this inheritance gratefully, not to preserve it in a museum, but to take responsibility for it, build upon it, and hand it on.

Finally, classical education ought to be beautiful. Beauty emerges when many parts form a harmonious whole. So, when a school possesses these parts mentioned above and they fit together harmoniously, then will students begin to glimpse the beauty of the whole—and ultimately the God who holds it together.

This is what makes OLR classical.

Yes, we read Homer. Yes, we teach Latin. And yes, our students occasionally know more about ancient Rome than is socially useful.

But these are fruits of something deeper: the conviction that the world is full of meaning, that our children are made for greatness, that we have received something worth passing on, and that when these things are rightly ordered, they become something beautiful.

ICXC
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