

# Palmarium

The Classical Academy exists to assist parents in their mission to develop exemplary citizens equipped with analytical thinking skills, virtuous character, and a passion for learning, all built upon a solid foundation of knowledge.



## Thoughts on Education: *Theodore Roosevelt*



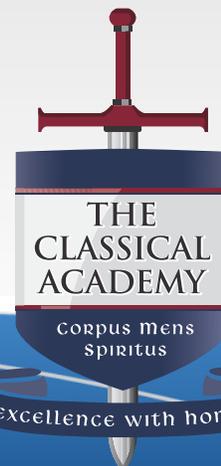
Painting by John Singer Sargent, 1903.

To educate  
a man in  
mind and  
not in  
morals is  
to educate  
a menace  
to society.

*Theodore Roosevelt*

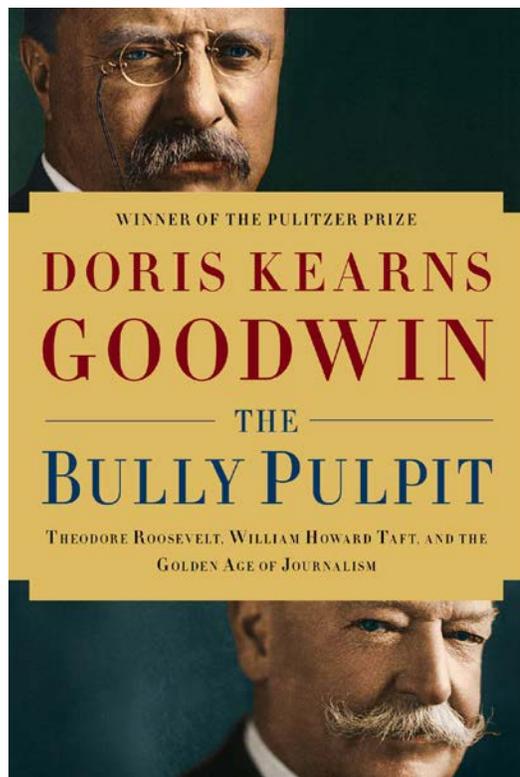
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- Whole Person Focused
  - Relationship Based
  - Classically Oriented
  - Idea Centered

## TR and Reading: Excerpt from *The Bully Pulpit*



Cover of Doris Kearns Goodwin's latest work, *The Bully Pulpit*. Movie rights have already been obtained for this new title by Steven Spielberg after the success of the movie *Lincoln*, based on Goodwin's previous book, *Team of Rivals*.

Doris Kearns Goodwin writes in *The Bully Pulpit: Theodore Roosevelt, William Howard Taft, and the Golden Age of Journalism* - "The breadth of his numerous interests allowed him to draw on knowledge across various disciplines, from zoology to philosophy and religion, from poetry and drama to history and politics.

'My library has been the greatest possible pleasure to me,' he wrote to his parents during his freshman year, 'as whenever I have any spare time I can immediately take up a book. Aunt Annie's present, the 'History of the Civil War,' is extremely interesting.' And once encountered, they were never forgotten. Much later, greeting a Chinese delegation when he was president, he suddenly remembered a book about China read many years before. 'As I talked the pages of the book came before my eyes,' he said and it seemed as though I were able to read the things therein contained.' Taft was continually amazed at how Roosevelt found time to read, snatching moments while waiting for lunch or his next appointment. 'He always carried a book with him to the Executive Office,' Taft noted, 'and although there were but few intervals during business hours, he made the most of them in his reading.' . . .

The habits of mind Roosevelt developed early in his academic career would serve him well throughout his life" (Kearns 43).

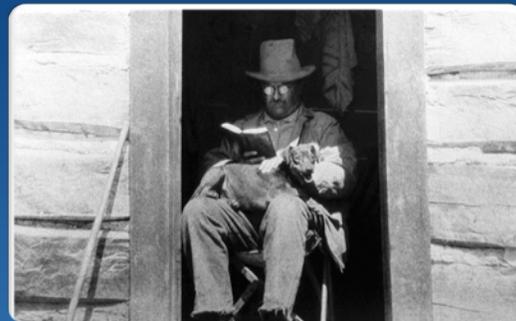
"'It is surprising,' Roosevelt explained, 'how much reading a man can do in time usually wasted'" (Kearns 232).

### Theodore Roosevelt and TCA's Core Values

In TCA's Core Values, our Instructional Philosophy section notes that, "Education is a Life where inspirational ideas and truth are recognized to be the real food for the child's mind and are provided through 'living books' written by experts with a passion for their subject matter . . . (and) original primary and secondary source documents to gain historical and experiential perspectives." TR was a voracious reader in a variety of genres as described below.

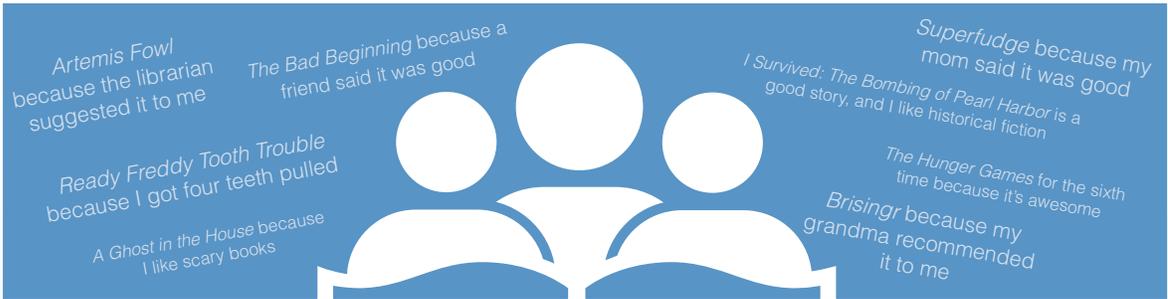
The Literacy Company website, when discussing well-known readers, writes "Theodore Roosevelt was known as a very rapid reader and a tireless reviewer of books. Even by today's standards, his reading speed would seem incredible. . . . Roosevelt was also fond of reading favorite books more than once. He even left a list of novels that he had read 'over and over again.' While in the White House, President Theodore Roosevelt was said to read a book everyday before breakfast, and occasionally reading three books in a day" (<http://www.readfaster.com/articles/well-known-speed-readers.asp>).

Edmund Morris, who has written a three-volume biography of TR, stated during an interview detailed in *Presidential Reading* that Roosevelt averaged at least one book per day, reading 3-4 pages per minute, and that he could quote specific details from those books years, even decades later. And TR did not read just in English, but also in German, Italian, and French (<http://www.onthemedial.org/story/154978-presidential-reading/>).



Photograph of Theodore Roosevelt reading a book with his dog Skij. Taken in Colorado in April 1905.

<http://hereandnow.wbur.org/2012/11/06/presidential-reading-list>

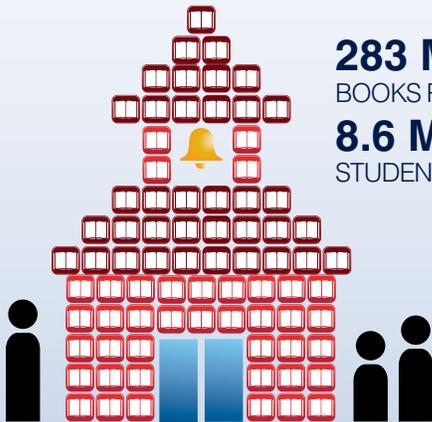


# What Kids Are Reading

2013 EDITION

For the fifth year, Renaissance Learning™ studied the reading habits of students across the nation to find out what kids are reading.

Download the full report at: <http://www.renlearn.com/whatkidsarereading>



**283 Million**  
BOOKS READ BY  
**8.6 Million**  
STUDENTS NATIONWIDE

## Grades 1-5



Average Books Read Per Student **41.7**  
Average Words Read Per Student **208,098**

## Grades 6-8



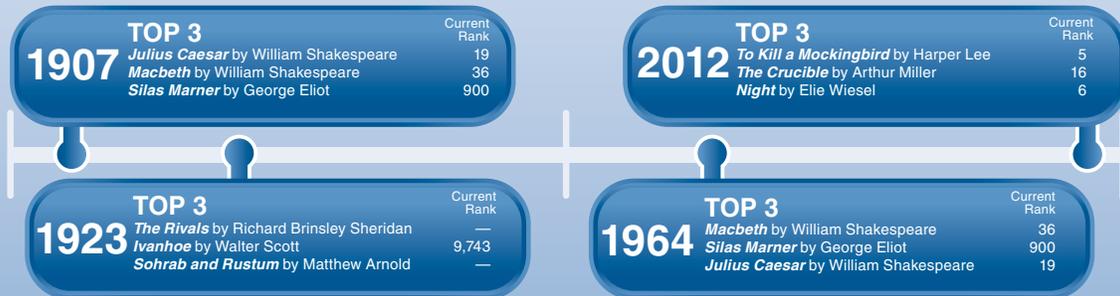
Average Books Read Per Student **13.1**  
Average Words Read Per Student **433,308**

## Grades 9-12



Average Books Read Per Student **5.9**  
Average Words Read Per Student **307,206**

## Required high school reading then and now:



## Most-read Common Core State Standards Exemplars:



P.O. Box 8036 | Wisconsin Rapids, WI 54495-8036 | (800) 338-4204 | [www.renlearn.com](http://www.renlearn.com)

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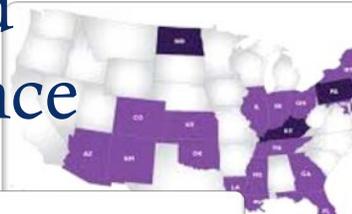
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PDF created by Renaissance Learning: see website link below for pdf link to Infographic displayed here.  
See website <http://www.renlearn.com/whatkidsarereading/> for more information.

# Common Core and State Testing Reference

*"It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail."*

- Albert Einstein



Listed below are numerous links for the Colorado Department of Education (CDE) website and other sites concerning content standards for our state, the Common Core initiative, and PARCC testing. Newer items are added to the bottom of the listing.

## Colorado Department of Education Standards Links

**CDE Main Page** <http://www.cde.state.co.us>

### **Content Areas and Standards**

<http://www.cde.state.co.us/contentareas>

*(note: in each content area if you click on the discipline the first item in the drop down menu on the left links the state standards for all grade levels within the subject area either in word or pdf format)*

## **Common Core Standards – Varied Links**

**Controlling Education From the Top: Why Common Core is Bad for America** (takes you to link to download essay)

<http://pioneerinstitute.org/download/controlling-education-from-the-top/>

**American Enterprise Institute - Common Core: Will Charter Schools Lead or Lag?** (takes you to link to download draft essay) <http://www.aei.org/paper/common-core-will-charter-schools-lead-or-lag>

**Common What? What is Common core and why is everyone – right, left – so mad about it?**

[http://www.slate.com/articles/double\\_x/doublex/2013/09/common\\_core\\_either\\_you\\_re\\_against\\_this\\_new\\_push\\_for\\_academic\\_standards\\_and.html](http://www.slate.com/articles/double_x/doublex/2013/09/common_core_either_you_re_against_this_new_push_for_academic_standards_and.html)

**Common Core Education Is Uncommonly Inadequate** (*Wall Street Journal Op-Ed* by Jamie Gass and Charles Chieppo)

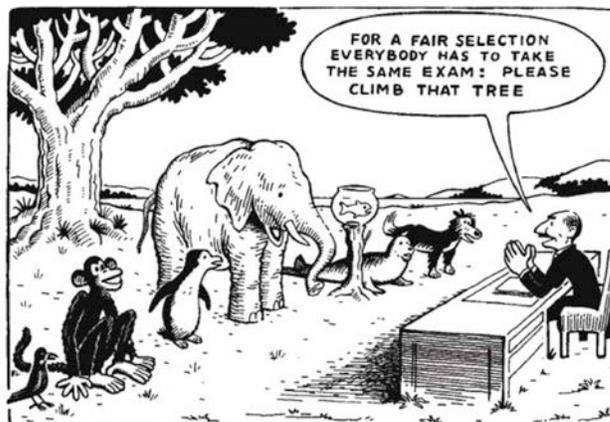
<http://online.wsj.com/news/articles/SB10001424127887324659404578503561386927962> (this article is contained in the rebuttal below)

**A Point-by-Point Rebuttal of Today's Anti-Common Core Op-Ed in the Wall Street Journal** (*Educationnext*)

<http://educationnext.org/a-point-by-point-rebuttal-of-today-s-anti-common-core-op-ed-in-the-wall-street-journal/>

The TCA board approved the creation of a temporary joint Board and Administration sub-committee to research the affects that Common Core standards will have on the TCA educational philosophy and Core Values. The sub-committee consists of the following members: *Steve Palmer* (board), *Dr. Kathleen Harrington* (board), *Executive Director* (rep), *Wesley Jolly* (DAS), *Dorothy Simpson* (CCCI), *Blake Galvin* (CCCI), *Don Stump* (principal), *Sean Shields* (principal), and *Bob Swanson* (recorder). The group will be providing an update during the December 9<sup>th</sup> board meeting.

## **A HUMOROUS DEPICTION OF TESTING** **ONE SIZE FITS ALL**



<http://conversationeducation.wordpress.com/tag/grading/>

# WHAT WILL MATTER

by Michael Josephson

Ready or not, some day it will all come to an end.

There will be no more sunrises, no minutes, hours or days.

All the things you collected, whether treasured or forgotten, will pass to someone else.

Your wealth, fame and temporal power will shrivel to irrelevance.

It will not matter what you owned or what you were owed.

Your grudges, resentments, frustrations and jealousies will finally disappear.

So too, your hopes, ambitions, plans and to-do lists will expire.

The wins and losses that once seemed so important will fade away.

It won't matter where you came from or what side of the tracks you lived on at the end.

It won't matter whether you were beautiful or brilliant.

Even your gender and skin color will be irrelevant.

So what will matter? How will the value of your days be measured?

What will matter is not what you bought but what you built,  
not what you got but what you gave.

What will matter is not your success but your significance.

What will matter is not what you learned but what you taught.

What will matter is every act of integrity, compassion, courage or sacrifice that enriched,  
empowered or encouraged others to emulate your example.

What will matter is not your competence but your character.

What will matter is not how many people you knew,  
but how many will feel a lasting loss when you're gone.

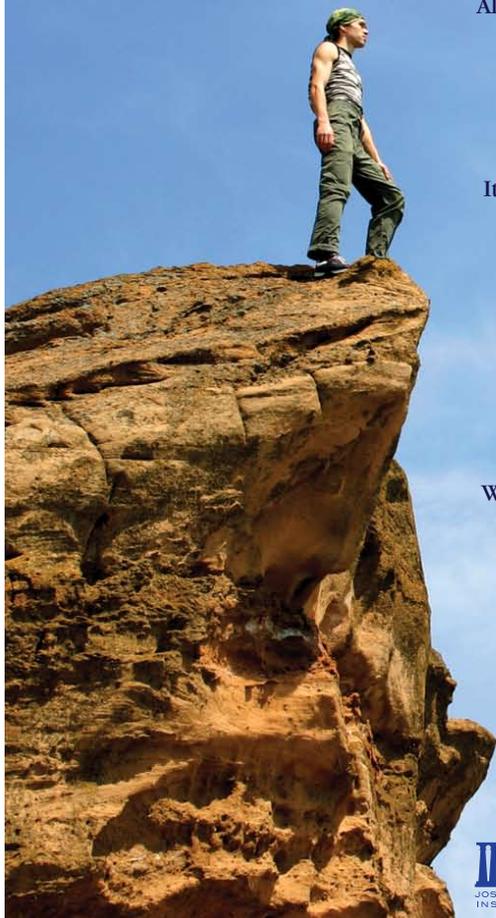
What will matter is not your memories but the memories of those who loved you.

What will matter is how long you will be remembered, by whom and for what.

Living a life that matters doesn't happen by accident.

It's not a matter of circumstance but of choice.

Choose to live a life that matters.



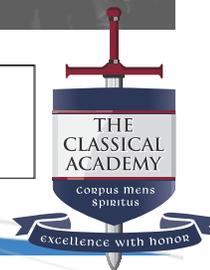
(310) 846-4800 www.charactercounts.org

©2003 Michael Josephson

From October 24-25, 2013, I was fortunate to attend the 20<sup>th</sup> Anniversary Character Education Partnership Conference in Washington, D.C. Many great speakers and breakout sessions were offered over the two-day event (including, *New York Times* columnist, David Brooks' opening keynote address on character which can be found at this link: <http://www.youtube.com/watch?v=unuG-wXwwY8>). On the final day of the conference, the closing speaker was Michael Josephson, founder of the Josephson Institute and [charactercounts.org](http://www.charactercounts.org). He concluded his presentation with the poem, *What Will Matter*<sup>®</sup>, included above (permission received from Josephson Institute and CHARACTER COUNTS!<sup>®</sup> to reprint the poem). Format included can be obtained at: <http://charactercounts.org/pdf/WhatWillMatter.pdf> (cut and paste into browser).



**Mission:** Providing the vision, leadership and resources for school, families and communities to develop ethical citizens committed to building a just and caring world.





# Upcoming DAS Meetings and Due Dates:

## ALT Meetings:

- Dec 4: ALT Meeting (11:00-12:30) – Blake’s office
- Dec 18: ALT Meeting (11:00-12:30) – Blake’s office
- Jan 15: ALT Meeting (11:00-12:30) – Blake’s office

## Due Dates and Upcoming Events:

- Nov: HS course approval process (principals/SEP)
- Nov 18: TCA President Search Committee Meeting (7:00 pm)
- Nov 19: Prospective Parent Info Mtg (Central @ 6:30 pm)
- Nov 22: Common Core Subcommittee Mtg (9:00 am)

### Nov 25-29: **Thanksgiving Break for staff**

- Dec 4: Common Core Subcommittee Mtg (2:30 pm)
- Dec 4: Board Strategic Plan Working Session (7:00 pm)
- Dec 9: TCA Board Meeting (6:00-10:00 pm)  
new course approvals presented to board (DAS)  
CP/CSP Athletics discussion (DAS)  
Common Core discussion (subcommittee/DAS)

### Dec 20 - Jan 5: **Christmas Break for Staff**

- Jan 6: Safety and Security – Evacuation Exercise
- Jan 15: *Strategic Plan* - ALT input (led by SLT + CCCI)
- Jan 31: Quarterly Policy Reviews due (see spreadsheet)
- Mar 12: *Strategic Plan* - ALT input (led by ELT and SLT)

*Please stay aware of the due dates listed on this page of the newsletter. It will help us make sure we are up-to-date on all upcoming requirements/suspenses. See compliance/accreditation specifics in the next column.*



## Compliance and Accreditation Corner

Check here for updates on compliance and accreditation items as we move through the year:

### SAC BUSINESS TO COMPLETE:

- SAC minutes to Cheri for Absolutes notebook
- Review of SAC bylaws (Cheri)
- SAC to approve bylaw changes

### ITEMS DUE IN FUTURE:

- **Site Plan Training with D20** in *Spring 2014* (coordinate with Cheri)
- **Final Contact Time** Cheri will submit *April 30, 2014*
- **Updated Site Plans** due to Cheri by *May 28, 2014*
- **Absolutes Notebook** – Cheri will streamline process & gather appropriate information – due *May 31, 2014*

