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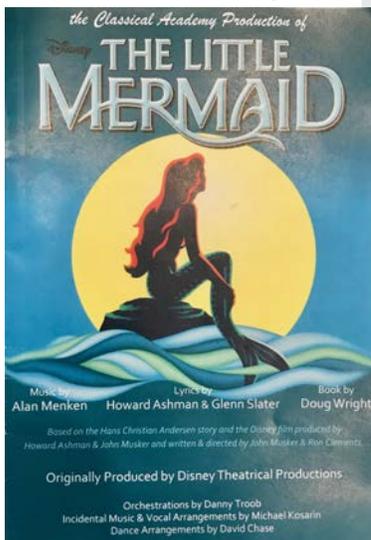
THE CLASSICAL ACADEMY EXISTS TO ASSIST PARENTS IN THEIR MISSION TO DEVELOP EXEMPLARY CITIZENS EQUIPPED WITH ANALYTICAL THINKING SKILLS, VIRTUOUS CHARACTER, AND A PASSION FOR LEARNING, ALL BUILT UPON A SOLID FOUNDATION OF KNOWLEDGE.

Volume 50

November 2018

PALMARIUM

First Production, New Auditorium



The Brown Center for the Arts hosted the first TCA production in the new facility during November. A great thanks are in order for all students, staff, and parents involved in this amazing effort.



Volume 50: Little did I know that when the first volume of the PALMARIUM was published on September 11, 2013 that a little over five years later we'd be at number 50. Hope you've enjoyed the journey so far. If you'd like to revisit with some of the older volumes you can find the archive by [clicking here](#).



This month our feature article is on the topic of **liberal arts education** written by Bleys Kueck, our High School Languages Department Lead. Ronald Reagan when responding to a question on a *liberal arts education* during the 1980s said: *"I deplore the tendency, in some institutions, to go directly toward training for a trade or profession or something and ignoring the liberal arts. It is the foundation of education."* And Albert Einstein stated *"The value of an education in a liberal arts college is not learning of many facts but the training of the mind to think something that cannot be learned from textbooks."* Enjoy this 50th volume of the PALMARIUM.

The Editor



SEVEN SCHOOLS • THREE CAMPUSES • ONE VISION
20 Years and Counting - Our Kids, Their Future, Our Challenge

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2A STATE CHAMPIONS AGAIN

The TCA marching band finished their season with a second state championship in 2A. Their show this year was entitled *E Pluribus Unum* containing music from *American Salute* by Morton Gould, *Salvation is Created* by Pavel Tchesnokov, and *Simple Gifts* from Leonard Bernstein's *Appalachian Spring*. The show's theme was a reminder that our country was founded with a vision that we must remember, engage, and honor those who have sacrificed to be sure that vision is never lost - that together we are one.

The band earned first place at the CBA regional marching competition at Liberty High School on October 17th and first place at CBA Marching Competition at CSU Pueblo on October 29th.

This year the band was proud to have over 160 student members on the field.

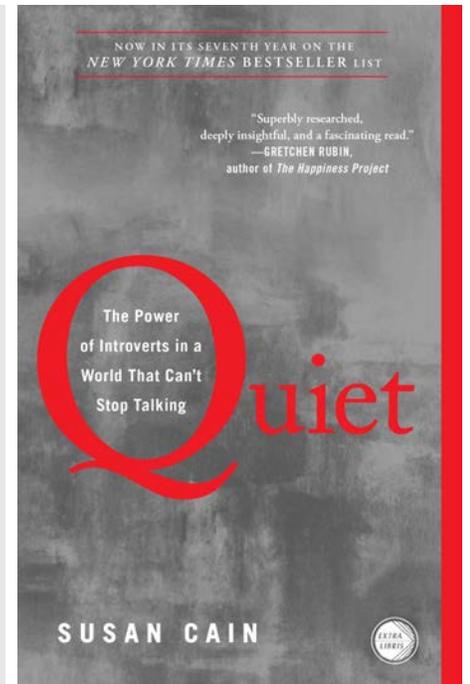


ENGAGING MINDS:



The second book study of the new school year will be *Quiet: The Power of Introverts in a World That Can't Stop Talking* by Susan Cain. Staff members and parents will

meet for three different sessions - one each day - on Tuesday-Thursday, November 27-29. This book by Susan Cain had the largest number of participants sign-up in the four years of our **Beyond the Book Club** studies. If you'd like to receive a reminder about future book studies send me an e-mail to wjolly@asd20.org and I will make sure to add you to the book club listing and send you a listing of the titles we plan to read for this school year. The sessions for Cain's book last 90 minutes and will begin at 4:00 pm (Central Elementary Library). If you'd like to see Susan Cain discuss her book [click here](#).



Liber. Latin for “free.” But what does it mean to be free? Certainly this idea, being free, conjures up all manner of thoughts in our brains. Who is free? What does freedom really consist of? Is freedom an illusion? Is anyone free? Are we all free? In today’s America, we have a diminished view of freedom as freedom from all constraints, and thus as license to do as we wish. However, when we look at Latin, it has a different word for “freedom from” or “license,” *licentia*, as opposed to the idea of freedom, or *libertas*. The difference is key, for true freedom, *libertas*, is not freedom from but freedom to, or at least is not freedom from what we think of as limiting us today. True, classical, freedom serves to free us from our own misunderstandings and misapprehensions so we can choose the good, not to free us to do whatever we want. This positive freedom (freedom to) is the basis of a truly free society, and is a necessary part of an exemplary citizen; and so, an education in the “arts of freedom” (Latin: **artes liberales**) lays the groundwork for such citizenship.

The idea of a Liberal Arts education is an ancient and well-traveled one, stretching back at least to Classical Athens, with some refinement in Rome, further clarification in the Middle Ages, and is still with us today. Rather than examining how the Liberal Arts have been taught at various times or what they consisted of (for instance, the Medieval concepts of trivium and quadrivium), I would like to focus on why a Liberal Arts education is important and valuable, especially in developing exemplary citizens. The Roman philosopher Seneca had much to say about the topic, but his ideas are best summarized here in his 88th *Moral Epistle*: “Only one study is truly liberal: that which gives a person his liberty. It is the study of wisdom,

Thoughts from Bleys

High School, Department Lead Languages

and that is lofty, brave and great-souled.” Once again, we notice the focus on Liberal Arts for the purpose of acquiring liberty or freedom; wisdom, in this conception, frees us from our ignorance in order to pursue truth, beauty, and goodness, for this is where our focus truly belongs. Wisdom, along with truth, beauty, and goodness, however, are such broad ideals, with such wide-ranging applications, that they do not fit neatly into one specific area. This is where we can see the value of a Liberal Arts education, one that serves to free us to pursue the good.

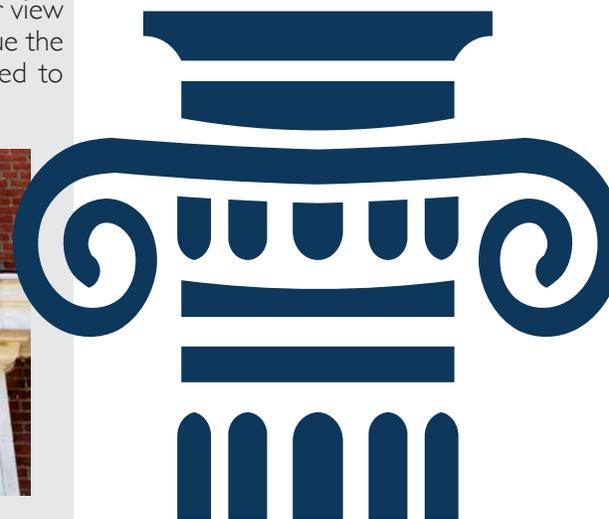
For a Liberal Arts education does not prepare one for a specific job or career; this is the purpose of vocational or technical training. Ideally, it does not even prepare one for anything specific other than the pursuit of truth, beauty, and goodness, through freeing one to pursue these in a variety of ways. Thus, from John Henry Newman’s *Idea of a University* we can agree that: “This process of training, by which the intellect, instead of being formed or sacrificed to some particular or accidental purpose, some specific trade or profession, or study or science, is disciplined for its own sake, for the perception of its own proper object, and for its

What does this look like for our broader curriculum and in our day to day lives and classes, then? How to carry out a Liberal Arts education well? I propose several keys/reminders. First, we study Liberal Arts for their own sake. I stress this point because modern society constantly forces upon us the perceived need to give some practical, utilitarian explanation for why we teach or learn anything. The terms are nearly ubiquitous: career ready, 21st Century preparedness, practical skills, and the like. This is not to say that a Liberal Arts education does not provide such things; however, none of them can be the purpose for such an education, rather when we study the Liberal Arts we do so because of the intrinsic value of what they are.

Second, the Liberal Arts introduce us to foundational thought and ideas. Through reading and study of classic (not only Classical!) works of philosophy, history, music, science, mathematics, or any other area, we have the ability to grapple with the best that has been said, written, or made. In our mission to build and to be exemplary citizens, exposure to influential prior thinkers is invaluable. As Matthew Rose writes, “Liberal education examines the greatest works of philosophy, history, art, and literature because they lend themselves to be studied in a special way—as enactments and depictions of the activity of human intelligence itself.”

Artes Liberales

own highest culture, is called Liberal Education...” We should notice that the reason for studying the Liberal Arts is the Liberal Arts themselves, for when we succumb to the temptation to instrumentalize our teaching or learning and give it some immediate, practical purpose, we have lost the larger view of *liber* as free; we must be truly free to pursue the highest truths, not have our learning sacrificed to the immediate.



Third, they teach us how to think. Returning to Matthew Rose's quote about "the activity of human intelligence itself," through careful reflection upon such great works, we see the best of human culture in action, which helps to shape our own thinking and intellectual development. Should we agree with all anyone we study has said or done? Certainly not! But should we look to them as exemplars of how to approach the process? Indeed we should.

Fourth, they are *holistic* and interconnected. This aspect of a Liberal Arts education is the greatest challenge I see from the perspective of a high school teacher. Much like the temptation to commodify learning, the temptation to compartmentalize it is also ever present. However, when we undertake the ideal path of the Liberal Arts, we learn to make connections between and across disciplines. What historical influences inspired John Locke to write his *Second Treatise on Civil Government*? What was the intellectual environment in Russia when Dostoevsky was writing *The Brothers Karamazov*? What impact might Euclid's *Elements* have had on Lincoln's Gettysburg Address (see the article *Lincoln and Liberal Education* by Christopher B. Nelson)? An education in the Liberal Arts prepares one to seek the true, good, and beautiful wherever they may be found, not merely in one area of study, and as such opens up possibilities for deeper thought and reflection across the curriculum.

Fifth, the Liberal Arts help us cultivate curiosity. Did you find yourself wondering whether you knew the answers to the questions above? When we really learn to think through our various areas of study, we should strive to discover how one idea relates to another, or even better, how they all relate to one another. While

Thoughts from Bleys

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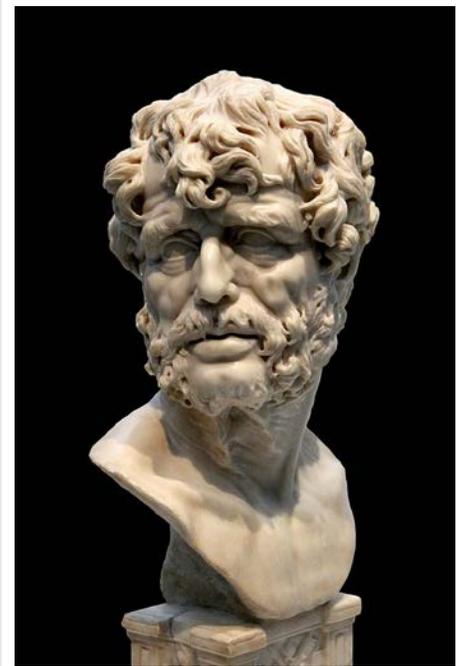
this may come more naturally to some, I would hope that the more we learn, the more we want to learn; thus, the more connections we make, the more we want to try to make further connections. This approach to learning, while it might not give us the practical knowledge to perform a specific task, is actually as useful as it gets, for through it we develop a clear method of thinking and the ability to learn new things.

Finally, I would like to return to the idea of the freedom acquired through a Liberal Arts education. I began with the thought that this type of education should free one from ignorance and misunderstanding to allow the pursuit of the true, the good, and the beautiful. I would like to finish with the idea that it also has the practical side benefit of freeing one to pursue further any education, work, or personal interests without being limited by a specific path or skill set. Or, as Robert Harris puts it, "Thus while a liberal arts education may not teach you how to take out an appendix or sue your neighbor, it will teach you how to think, which is to say, it will teach you how to live. And this benefit alone makes such an education more practical and useful than any job-specific training ever could." We of course

Artes Liberales

continued

should not seek a Liberal Arts education for this purpose (I hope I have made that point clearly enough!), but what a side benefit to have!



Further Reading/Sources of Inspiration:

Robert Harris "On the Purpose of a Liberal Arts Education"

Christopher B. Nelson "Lincoln and Liberal Education"

John Henry Newman *The Idea of a University*

Matthew Rose "Liberal Education for Freedom"

Lucius Annaeus Seneca *Moral Epistle* 88

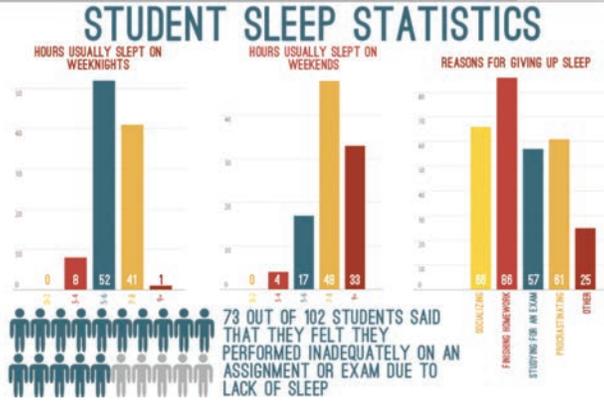
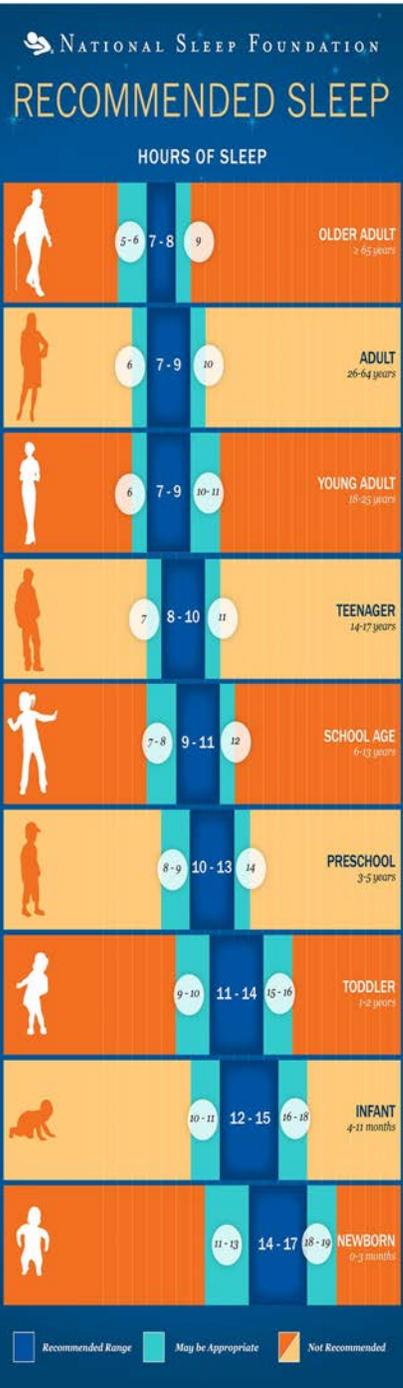
To be thoroughly imbued, with the liberal arts refines the manners, and makes men to be mild and gentle in their conduct.

- Ovid -



SLEEP

TEENAGERS & SLEEP



The **Wellness Task Force** during its meetings this year has been discussing a variety of topics related to the well-being of students, and teenagers in particular. Lots of discussions are taking place in the media about school start times and the impact it has on kids today.

In reading many different studies, one thing that is readily apparent today - many of us do not get the amount of sleep we should, whether teenager or adult.

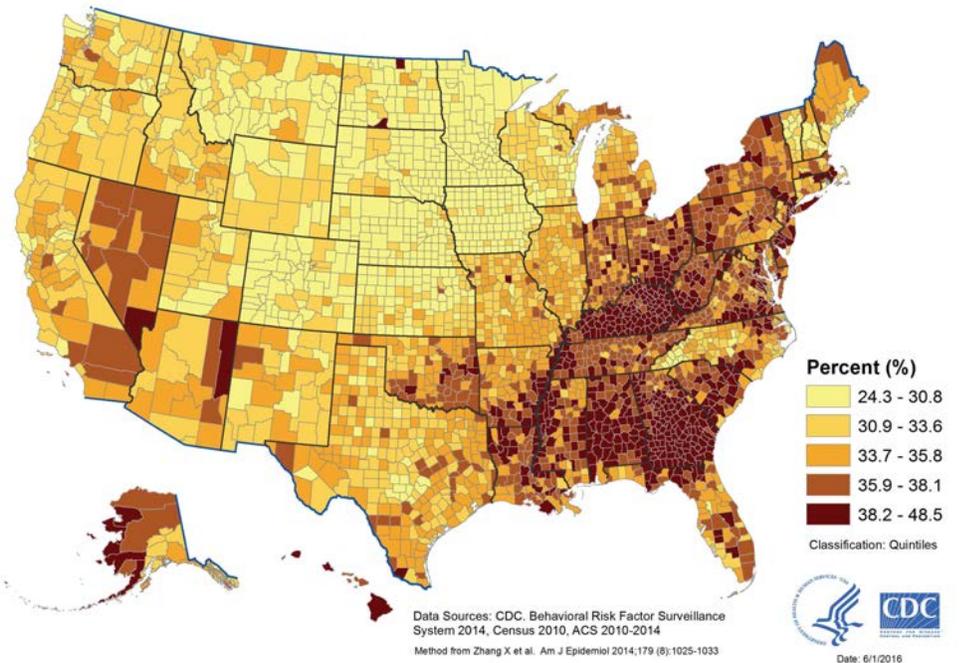
Some research points to the change in our internal clocks over the decades due to artificial light (*which has only been exacerbated by digital device screens*).

Several graphics have been included on this page stressing this issue. [Clicking on each graphic](#) will take you to the associated website and article for more information. One thing is clear - our sleep is important and we need to stress the importance in our own lives and that of our students.



Sleep Patterns in the U.S.

Prevalence of Short Sleep Duration (<7 hours) for Adults Aged ≥18 Years, by County, United States 2014





TCA Girls - All year long, it was widely assumed in the cross country community that Peak to Peak, a nationally-ranked team and the two-time defending state champions, would make it three state titles in a row this fall. But, this year's TCA girls began dreaming as soon as the season started. The dream that was at first audacious drew a little closer with the passing of each meet. Still, as the state meet approached, TCA remained decided underdogs in the eyes of most. The Titans needed a meet as close to perfect as meets ever get. They delivered. TCA placed four (Kaylee Thompson, Katie Flaherty, Kennedy McDonald, and Rebecca Thompson) in the top ten, and the remaining three (Sarah Burroughs, Kotryna Obergfell, and Mickey Curl) all finished ahead of every other school's fourth runner. TCA became the first 3A girls team since the TCA teams of 2008 and 2009 to push all five scoring runners through the finish in under 20 minutes.



Kaylee Thompson - Though widely regarded as an underdog who might, possibly, finish as high as third in this year's 3A state girls race, Kaylee Thompson refused to believe what other people thought about her chances. Thompson set up shop in second place early and continued the chase until she wore down the resistance of the presumptive favorite, passing her with about a mile to go. Thompson's 18:19 establishes a new 3A record for the state course and was also the second-fastest time in all classifications. Thompson won by a margin of 18 seconds.

3A STATE CHAMPIONS



Mason Norman - This year marked the fourth consecutive year that a Norman has won a state cross country title for TCA. But, proving that he's no longer running in his brother's shadow, Mason's 15:33 broke older brother Tanner's 3A state record on the current course and was the second-fastest time in all classifications. Mason won this year's race by an astonishing 45 seconds.



TCA Titans Stand Strong for Children's Colorado

The Classical Academy (TCA), a charter school in Academy District 20, has selected Children's Hospital Colorado, Colorado Springs, as a charity of choice for the 2018-2019 academic year. Core tenants of TCA's system of values are service and giving back to the community. Students chose five local nonprofits to fundraise for over the next five years. So far this year, TCA has raised nearly \$50,000 from service runs, change collection, pizza and spirit days to support the new hospital!



Benefiting
Children's Hospital Colorado
Colorado Springs
TCA Donation Page

Taken from the Children's Hospital Colorado Foundation e-mail newsletter sent out in mid-November. Our students have run hundreds, no thousands of laps, and engaged in other efforts to raise funds in support of this worthy cause.

Since this is **volume 50**, I thought it would be a good time to take a moment and share about the year-long TCA school-wide fundraiser going on in support of the new Children's Hospital in Colorado Springs.

We are not even halfway through with the school year and close to **\$50,000** has already been raised.

And we still have over half of our schools to participate. Please consider donating to this effort to help TCA give back to the community.

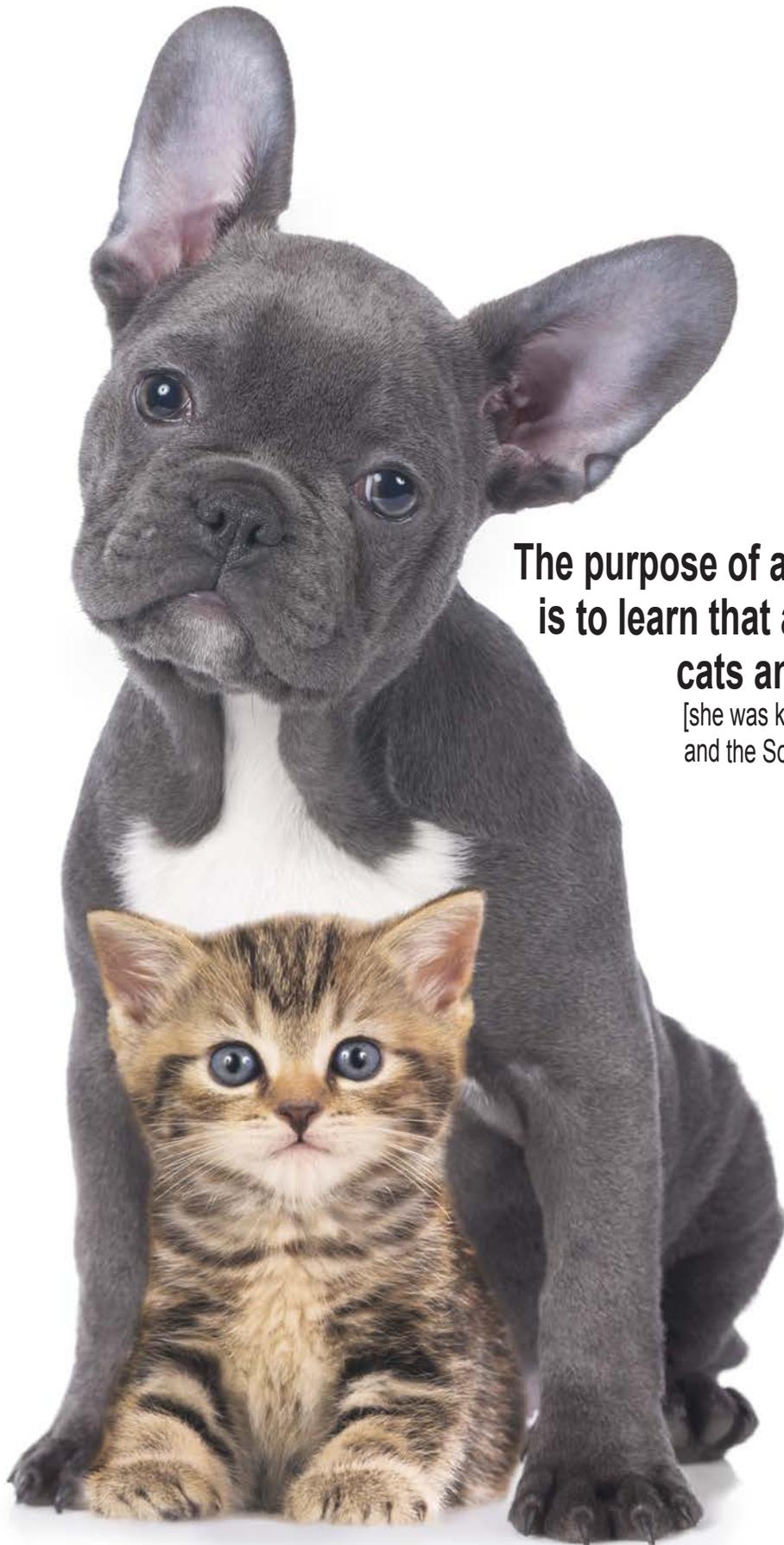
Thanks for your support!



TCA Donation Page



Click here or on any Children's Hospital Colorado logo above for the TCA Donation Page.



The purpose of a liberal arts education is to learn that a person can like both cats and dogs. Marva Collins

[she was known for applying classical education and the Socratic method successfully in primary schools for impoverished students]