

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.



Reflections on Prudence

••••• Assorted Quotes



Marcus Tullius Cicero
(106 BC – 43 BC)
*statue of Cicero in front of the
Palace of Justice in Rome*

Prudentia est rerum expectandarum fugiendarumque scientia. [Prudence is the knowledge of things to be sought, and those to be shunned]. *Cicero (106 BC-43 BC)*

The art of being sometimes audacious and sometimes very prudent is the secret of success. *Napoleon Bonaparte (1769-1821)*

Affairs are easier of entrance than of exit; and it is but common prudence to see our way out before we venture in. *Aesop (620 BC-564 BC)*

Prudence is the virtue by which we discern what is proper to do under various circumstances in time and place. *John Milton (1608-1674)*

The prudent man always studies seriously and earnestly to understand whatever he professes to understand, and not merely to persuade other people that he understands it; and though his talents may not always be very brilliant they are perfectly genuine. *Adam Smith (1723-1790)*

Rashness belongs to youth; prudence to old age. *Cicero (106 BC-43 BC)*

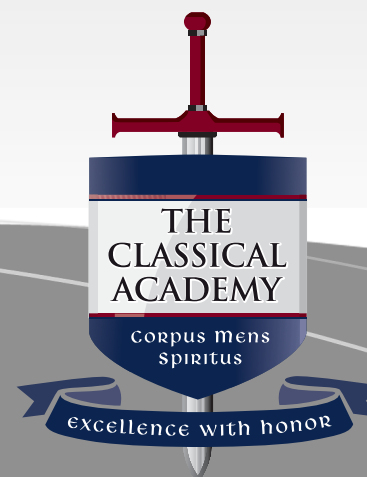
There is nothing more imprudent than excessive prudence. *Charles Caleb Colton (1780-1832)*

Life is always uncertain, and common prudence dictates to every man the necessity of settling his temporal concerns, while it is in his power, and while the mind is calm and undisturbed. *G. Washington in letter to Martha – June 1775 [after accepting command of Continental Army]*

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

Contents

Page 1	Various Quotes on Reflection Prudence
Pages 2-4	Prudence article by Wesley Jolly, Director of Academic Services
Pages 5-6	Letter from a TCA Mom; Core II Strengthening OUR Core
Pages 7-8	Classroom Visits; Engaging Happenings Minds; New State Record
Page 9	Beyond the Book Club info; Book Club Mark Twain on Prudence
Page 10	Upcoming Due Dates for Due Dates DAS + Compliance Corner
Page 11	Prudence Poster: George Washington Letter Excerpt



Prudence and Two British Invasions (continued from previous page)

Greek philosophy defines four cardinal virtues: prudence, justice, temperance, and courage (fortitude). They also defined the three theological virtues: faith, hope, and charity. Combined these are known as the seven virtues. Many Greek philosophers and Thomas Aquinas would identify prudence as the guiding virtue. Ethan Fishman writes in his essay “Washington’s Leadership: Prudence and the American Presidency”: “Aristotle considered prudence to be the consummate moral talent because of its ability to realize abstract ends through concrete means available to human beings so that they might do the right thing to the right person at the right

time” [in *George Washington: Foundation of Presidential Leadership and Character* edited by Ethan Fishman, et al, 127].

Throughout the War of Independence, Washington led in a way that allowed the “rebellion” to exist – the men under his command – suffering against those odds, in so many ways, lived to fight another day; they were an “army in being.” With the victory at Yorktown, Washington’s leadership was fully validated. Validation of his military leadership paled, however, in comparison to the relinquishing of his commission in December 1783. Had he so desired, Washington could have

been ushered in as king, dictator, head-of-state for life – yet, he returned to civilian life. This act truly made the “revolution” revolutionary.

In 1789, George Washington was called upon again – this time as the first president under the newly ratified Constitution. The job was not on the top of his list of things to do as he would note it had “no enticing charms.” As related in a letter from Alexander Hamilton, described in the Heidler’s work: “Hamilton urged him to accept the presidency. The advice was familiar enough to be dreary. ‘The new government in its commencement may materially depend’ on your acceptance. . . . Hamilton echoed other correspondents but with more presumption: Your country needs you, the new government needs you, only your reputation can give this experiment the chance it needs. And there was an admonition wrapped in adulation: ‘A citizen of so much consequence as yourself . . . has no option but to lend his services if called for’” (5).

Aristotle noted leaders “must be eternal balancers: seeking to reconcile ideals with the sometimes nasty facts of life; striving to establish an equilibrium between expecting too much and accepting too little from politics; struggling to translate morally preferable ideals into politically feasible policies.” [Fishman, 125]. Washington molded a nation, he not only gave the experiment a chance, he set it on a course for greatness. The eight years he served as president shaped the executive departments, the cabinet, the judiciary, and the interplay amongst the three branches. His foresight, the wisdom exhibited, and the ability to take appropriate actions – at the appropriate time are why George Washington, rightfully so, is remembered as the *Father of Our Country*. Prudence was his striking trait and greatest virtue.

But wait a minute the title refers to a *second British invasion*? And as a historian I know that I’m excluding the real “second invasion” in the War of 1812 to jump to the mid-1960s, nearly two centuries after the “first invasion” when the Beatles and other British pop and rock groups led a new onslaught of musical and cultural influence. Although an end date is difficult to pinpoint, many argue the tide of the second “British invasion” was turning by the late 1960s and over by the arrival of the new decade – so it lasted about the same amount of time as the first one. The Beatles, the longest lasting influence from the second invasion, recorded a song,

[continued on the next page]



Prudence and Two British Invasions (continued from previous page)

“Dear Prudence,” written by John Lennon in 1968 just as the second invasion’s tide started receding. The song was penned while the Beatles were searching for inner peace in India and in actuality is about a person, Prudence Farrow, that was traveling with them during this time. The song is a plea for her to break out of her reclusiveness.

*Dear Prudence, won't you come out to play?
Dear Prudence, greet the brand new day
The sun is up, the sky blue
It's beautiful and so are you
Dear Prudence, won't you come out to play?*

*Dear Prudence, open your eyes
Dear Prudence, see the sunny skies
The wind is low, the birds will sing
That you are part of everything
Dear Prudence, won't you open your eyes?*

The first British invasion elevated Washington to immortality – and was a springboard for the prudence we would see exhibited during the war and during his presidency. Nearly two hundred years later, the second invasion left us with a plea for prudence to greet a brand new day. In the time that has passed between the first and second invasions the idea of prudence as classically defined has eroded. The Beatles made a plea to a friend, which I see as a plea, to a broader audience - humanity. Humanity and the world is waiting, I would argue still, for prudence to be re-embraced as the *aruriga virtutum* - “charioteer of the virtues.” Let’s do our part to make it so.



Completed in 1507, the tomb of Francis II, Duke of Brittany, located in the Cathedral of Saint Peter in Nantes, France has four statues on each corner representing the cardinal virtues (courage, justice, temperance, and prudence). Prudence carries in her right hand a compass for direction in action, and her left hand holds a mirror, reflecting back for contemplating the wisdom of the ages. There are also two faces as shown in the image above – a young woman looking forward to the future, and an older man with his eyes gazing upon the wisdom of the past. The face of the woman is modeled upon Anne of Brittany – the wife of Francis II. A poet from the time said *prudence* was her main virtue [information included above was paraphrased from the Wikipedia website entry located at the following link: https://en.wikipedia.org/wiki/Tomb_of_Francis_II,_Duke_of_Brittany]



Strengthening OUR Core II



Letter from a TCA Mom

Dear Dr. Sojourner,

I want to tell you the story of a young mother whose character is gratefully being formed and reformed by the TCA Community.

Though my kiddos are our only "official" TCA students, our whole family is happily enrolled as students of the big ideas and relational model that are at the heart of TCA...In fact, when I first read the Titan's Creed, I honestly shed tears of gratitude; for in my hands I held an articulation of the kind of human that I want to become. Certainly, TCA's educational philosophy and core values have been as much provision for areas of needed growth in my character as for the character of my children...

This brings me to my second point: how Strengthening Our Core has framed the re-formation of my character, specifically the virtue of citizenship.

The first sentence of our school's mission statements reads: TCA exists to assist parents in their mission to develop exemplary citizens. If indeed I have this mission, then it follows that I must first be intending to become an exemplary citizen myself! The Titan's Creed also articulates the foundation of citizenship: valuing our responsibilities over our rights. Here, then, is the question: How can I actively value my responsibilities over my rights and grow citizenship in myself? And how, in turn, can I invite my kiddos into practices of exemplary citizenship as well? I have found that participating in Strengthening Our Core has been a wildly fruitful way to practice valuing my responsibilities over my rights.

First, I've been able to address a root of entitlement lurking in me that habitually values the reverse: my *rights* over my responsibilities. Yikes! This bent place insists that since I "pay taxes," my children are "entitled" to public education at no additional cost to me. Quickly, I can see this entitlement is neither fruitful in my own life nor in the life of our country. The opportunity to invest financially in TCA is an antidote to this entitlement. Through giving to TCA, I am watching that toxic entitlement slowly atrophy and in its stead, a new muscle of citizenship grow. And, I get to sow into a movement on a local scale that I believe with all my heart is truly good and beautiful: the educational philosophy of TCA and the resulting community.

May our community truly produce exemplary citizens who value their responsibilities over their rights. May we and our children join efforts with like-minded folks not only in our community, but in our nation at large, to sow prolific seeds of goodness, truth and beauty through the love of learning and active citizenship for generations to come.

Thank you for the opportunity to be a part of something so powerfully good; and the chance to grow up a little more into the kind of human I long to become in the process.

Gratefully,

Cherie Snyder
TCA Parent





www.TCAcore.org

FOUR KEY PROJECTS



Strengthening Our Core Initiative is a 3-year initiative totaling \$9.4 million. Our challenge is to raise \$2.4 million in addition to the \$7 million received from the sale of the Scarborough property and the bond restructuring. The additional funds will support our core programs and provide additional capital funds to improve our campuses.

Strengthening Our Core Initiative — \$2.4 million, 3 years

Please go to www.TCAcore.org today to donate.

CLASSROOM VISITS

by Wesley Jolly, Director of Academic Services



At the end of March I completed my quest to visit every teacher's classroom at TCA. It was not a quest when I began the year – but as time progressed I thought this was a reachable goal. 7 months, over 40 school visits, and 240+ classrooms later I can only exclaim what a wonderful and worthwhile adventure. Not only has it been great to see all the amazing things that are happening each day in our classrooms, it has given me numerous stories to share like the ones I'll touch on in this last classroom visits column of the school year. The photo leading off this article shows **Allison Flannery's kindergarten music class at Central Elementary**. The day I sat in they were working on the song "Here We Go Around the Mulberry Bush" – the enthusiasm of the students was contagious. They even made up new verses to the song: *make our beds, go to school, get dressed, and put gel in our hair*. **Karin Peck's 6th grade students at East Elementary** delved into the topic of "A government should be focused on: equality, freedom, safety" in their history class socratic seminar. Do not be fooled into thinking that 6th graders cannot have deep discussions on such a topic – and part of the assignment asked them to engage on the subject with a parent or sibling. Continuing with the history theme **Kurt Mueh's high school U.S. History classroom** was in the midst of their American hero project – debating the merits of those individuals who the students felt best exhibited the characteristics of a hero. During my visit the student debate compared and contrasted *George S. Patton* and *Hal Moore*. Tackling deep and thought-provoking subjects are a hallmark of our classrooms. **Candace Campos's high**

school Psychology class, when I visited, were deeply engaged in the topic of *moral dilemmas* and specifically the questions *What does it mean to be 'moral'?* and *What motivates people to be 'moral'?* I so enjoyed the discussion of the junior and senior students that I stayed even longer than I had intended that afternoon. Those two questions are ones that all of us should grapple with in our own lives.

Every year our seniors have the opportunity to experience **World View presentations** in their rhetoric classes that culminate in a **World View panel** off-campus. Our seniors heard several hours of debate in March from our distinguished panel of seven community representatives, followed by an afternoon **TCA Alumni panel** that shared with the soon-to-be graduates about their experiences in transitioning from high school into college, the military, or other endeavors.

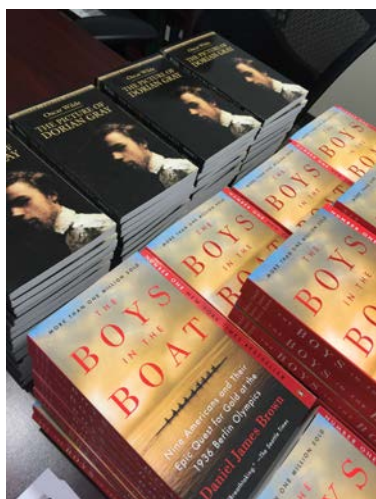


Since last writing I have been in over 30 classrooms and, unfortunately, I am not able to share about each and every one. One last fun experience was being able to judge **Rebecca Emas's high school Nutrition class's Top Chef** competition where several teams of student presented tasty, and nutritious, snacks to a panel of staff to select the overall favorite and class **Top Chef**. I conclude, confident in the statement from our Creed that our students and staff **take ownership and find joy in learning**.



ENGAGING MINDS 2016-2017

This year we provided the opportunity for school-wide staff book studies on four different titles. As we move into the 2016-2017 academic year we will continue this effort. Four new titles have been chosen and one of those on George Washington will frame the focus of our 2016 October In-Service.



Later this month, and as we move into May, staff will have the opportunity to once again select from several books to join in the quarterly book studies scheduled for the next school year. Further details will be provided soon on the process for the book distribution and the book sequencing for

next year. A big thank you goes out to all those who participated in the discussions this year on ***The Power of Habit: Why We Do What We Do in Life and Business***, ***Mindset: The New Psychology of Success***, ***The Smartest Kids in the World and How They Got That Way***, and the final upcoming sessions on ***April 1865: The Month that Saved America***. Last year around 40 copies were available for each title and for the 2016-2017 school year there will be 60-100 copies of the various titles available.



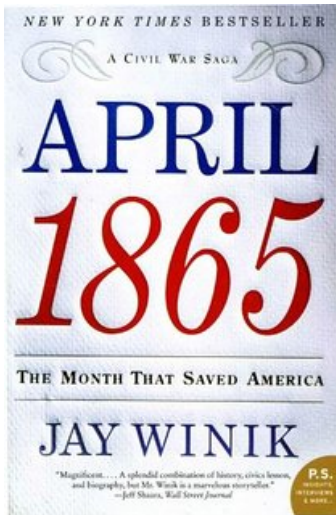
NEW STATE RECORD

During the Longmont Invitational, at the end of March, TCA's **Andrea Willis** broke the girls' all-classification pole vault state record. She cleared 13 feet 4 ¼ inches beating the old record, which had stood since 2008, by ¼ inch. **UPDATE:** Six days later, Andrea again broke her newly established record – clearing 13 feet 5 inches.

PALMARIUM YEAR-END ISSUE

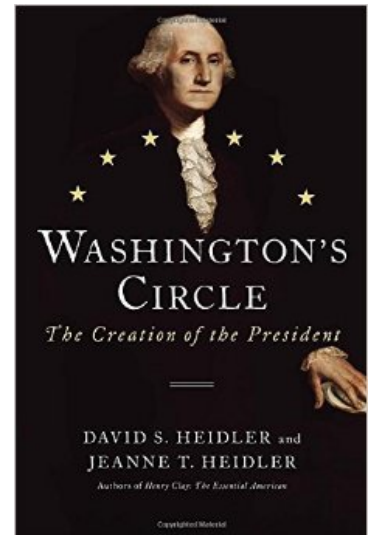
In May, on graduation day, or shortly thereafter, there will be a combined double-volume year ending issue of the **PALMARIUM** celebrating a myriad of TCA student academic and athletic achievements. Thank you for being a part of TCA and for reading each month.

UPCOMING: BEYOND THE BOOK CLUB



The final book in our *Engaging Minds* series this academic year for the **Beyond the Book Club** meetings is Jay Winik's *April 1865: The Month That Saved America*. The planned discussion session for this title, on the waning weeks of the Civil War, is tentatively scheduled for April 25 and 27, 2016. We typically have ninety-minute discussion sessions that meet on the selected days at either 4:00 or 6:00 pm. If you would like to join us in April please pick up a copy and read prior to the meeting. Also, if you'd like to make sure you get an invitation to the sessions please send an e-mail to me at wjolly@asd20.org. I hope you are able to join us as we examine this interesting and thought-provoking work.

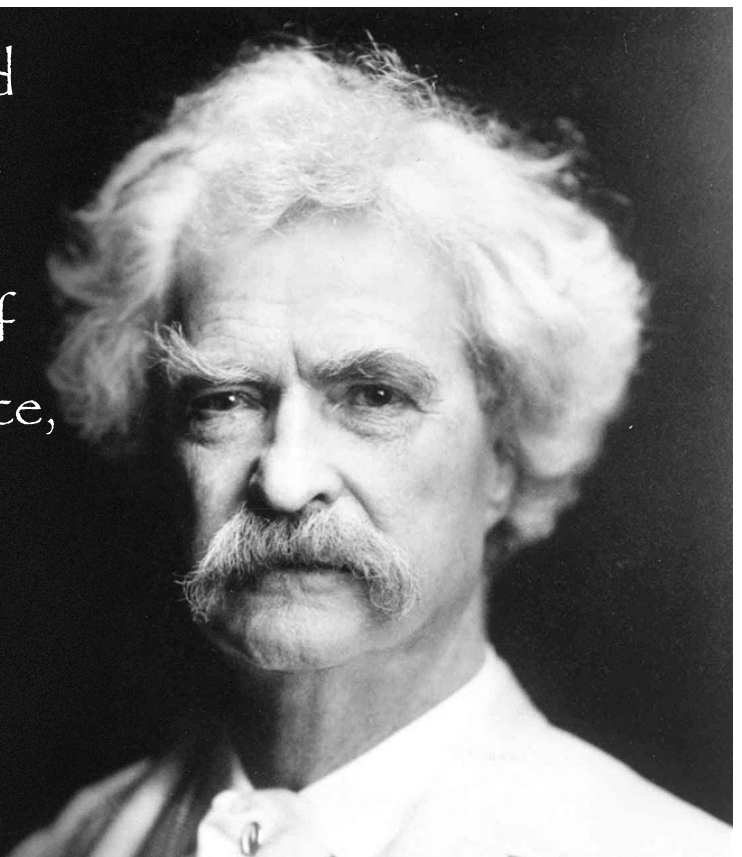
The first book for next year's sessions, and the topic of our October In-Service, is *Washington's Circle: The Creation of the President*. The authors will be joining us on October 10, 2016 for a discussion titled: *George Washington: Character and Leadership*. More information and book selections are to come as we approach the end of the school year.



It is by the goodness of God
that in our country we have
those three unspeakably
precious things: freedom of
speech, freedom of conscience,
and the prudence never to
practice either of them.

S. L. Cleveland

Mark Twain





Upcoming DAS Meetings and Other Dates:

ALT Meetings (11:00 am-12:30 pm or as noted):

- Wed, Apr 13 ALT Meeting – Colorado Room (11:00-1:00 pm)
- Wed, Apr 27 ALT Meeting – Colorado Room
- Wed, May 11 ALT Meeting – Colorado Room
- Wed, May 25 ALT Meeting – Colorado Room
- Thu, Jun 2 End-of-Year ALT Dinner (6:30 pm)

Due Dates and Upcoming Events:

- Mon, Apr 4 Cabinet Meeting (10:30-12:00)
- Mon, Apr 11 TCA Board Meeting (6:00-10:00 pm)
- Thu, Apr 14 DAS/Compliance Meeting (2:30-3:00 pm)
- Mon, Apr 18 Cabinet Meeting (10:30-12:00)
- Tue, Apr 19 ACT Testing Day
- Fri, Apr 22 TCA Community Service Day
- Mon, Apr 25 DAS/CCCI Meeting (8:30-9:30 am)
- Tue, Apr 26 Academic Lead Team – Eval Feedback (varied)
- Thu, Apr 28 Academic Lead Team – Eval Feedback (varied)
- Thu, Apr 28 DAS/Compliance Meeting (2:30-3:00 pm)
- Mon, May 2 Cabinet Meeting (10:30-12:00)
- Mon, May 9 TCA Board Meeting (6:00-10:00 pm)
- Mon, May 16 Cabinet Meeting (10:30-12:00)
- Tue, May 17 AAA Awards Night (High School)
- Wed, May 18 Senior Breakfast (High School)
- Mon, May 23 DAS/CCCI Meeting (8:30-9:30 am)
- Fri, May 27 TCA High School Graduation
- Sat, May 28 TCA College Pathways Graduation

Mon, May 30 **MEMORIAL DAY - SCHOOL CLOSED**

Mon, Jun 13 TCA Board Meeting (6:00-10:00 pm)



Compliance and Accreditation Corner

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

SAC BUSINESS TO COMPLETE:

- **DAC Site Plan and SIP Review**

ITEMS DUE IN FUTURE:

- **Absolutes (Cheri)**





The establishment of our new government seemed to be the last great experiment for promoting human happiness by a reasonable compact in civil society. It was to be in the first instance, in a considerable degree, a government of accommodation as well as a government of laws. Much was to be done by prudence, much by conciliation, much by firmness. Few, who are not philosophical spectators, can realize the difficult and delicate part, which a man in my situation had to act.

[letter from George Washington to
Catharine Macaulay Graham,
9 January 1790]

A handwritten signature in cursive script, reading "G. Washington".