

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.

# PALMARIUM

## Fundraising Match

During the month of December parent and grandparent donations more than met the **\$51,000 December challenge match**. In total **\$120,000 was raised** for the month. Thank you to everyone in our community that chose to participate in the *Our Kids, Their Future, Our Challenge* effort. If you'd like to donate now to start off the new year please click on the graphic below. May you and your family have a wonderful 2019.

## Colorado John Irwin Schools of Excellence Awards

The Colorado Department of Education recently announced the 2018 recipients of the **John Irwin Schools of Excellence Awards**. Schools receiving this award demonstrated exceptional academic achievement over time and garnered Exceeds Expectations ratings on the Academic Achievement indicator of the state's School Performance Frameworks, which reflect exceptional performance in Math, English Language Arts, and Science. Both **TCA's High School and College Pathways** were honored with this distinction. Notably, TCA's High School has received the honor for the past 10 years the award has been given and College Pathways for 7 consecutive years.



Our Kids.  
Their Future.  
Our Challenge.

20 Years and Counting



This month our **fruitful work** focus was written by Blake Galvin, TCA's Secondary Dean of Educational Philosophy. Last month we discussed *cultivating* wonder in our students and ourselves - and this month we look at *cultivating* fruit. Take a few moments to engage with Plato, Seneca, Theodore Roosevelt --- and Blake as he shares a little about **pomology**.



The Editor

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



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## REGGIE DABBS Speaks at HS

To kick off the return from the holiday break TCA's High School students recently heard from guest speaker **Reggie Dabbs**. Reggie is a nationally acclaimed speaker having addressed over 1.5 million students since 1987.

His message shared through humor, music, and heart touching personal stories resonated with those present in the packed TCA Fine Arts Center. Reggie talks to kids about family, friends, and being thankful.

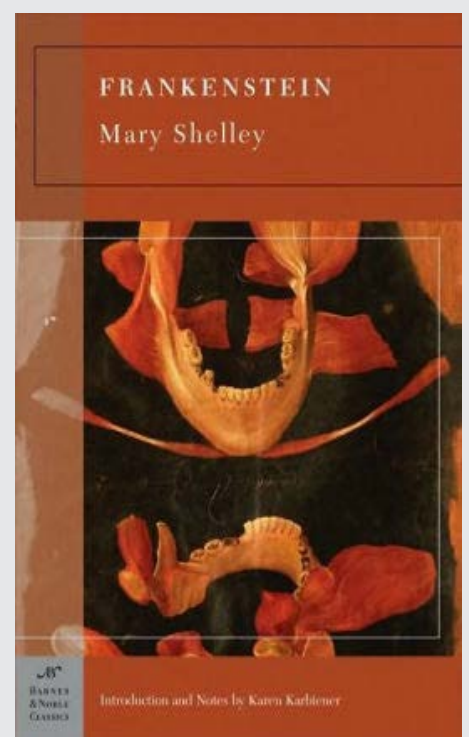
Reggie's ultimate goal is to let students know they are loved and that in his words "You can never change your past, but you can always change your future!"



**Boris Karloff as the monster  
in the 1931 film adaptation.**

## ENGAGING MINDS:

The next **Beyond the Book Club** meetings will take place **February 25 and 27** at 4:00 pm in the North Elementary Library - Pikes Peak Room. We will be discussing **Frankenstein** by Mary Shelley - a book our 10th graders read. If you would like to join us for the **Frankenstein** discussion please send an e-mail request to me at [wjolly@asd20.org](mailto:wjolly@asd20.org) and I'll confirm if slots are still available. Staff and parents are both welcome to participate in the studies. For staff, I do have a few copies available of **Frankenstein** if you'd like to stop by and pick up a copy - or send me an e-mail and I can put it into distribution to your school.





**Pomology.** A branch of botany that studies and cultivates fruit – or in simpler terms, the science of growing good fruit. I have never really had a green thumb and I have never really tried to grow any kind of fruit tree. Frankly, growing fruit trees is a bit intimidating for me. This is either because I don't have the necessary knowledge, patience, or because I am just too busy with other things. To that point, one of the nicest trees in our backyard (not a fruit tree) was "deposited" there by a bird. Sadly, I had nothing to do with it. When I first saw the little twig coming up out of the ground I decided to let it go and see what would happen even though I had no idea what it was going to become. Over the last 8 or 10 years, it has grown into an attractive shade tree for us. This is a great example of my "let's see what happens" theory of gardening. About 4 years ago, I applied this same theory of gardening with another little twig coming up in our back yard. Unfortunately, this one turned out to be a noxious weed. I pulled it as soon as I figured out what it was, but it was too late. To this day, I still find this weed popping up in different places in my landscape. I learned the hard way the danger of the "let's see what happens" theory of gardening.

There is a similar process typical of natural forests, especially those that have been around for hundreds or thousands of years. Seeds there are "planted" by animals, wind, or some other natural cause; some grow and some don't. Sometimes it is a beautiful tree, sometimes it is a noxious weed. In the case of our surprise backyard tree, I had no knowledge of, and frankly no control over, the kind of tree that was going to come up in my backyard. I had to wait and see what kind of tree was going to grow and how that tree would turn out. This is not the typical method used to

## Thoughts from Blake

Dean, Secondary Educational Philosophy

grow trees in most urban or suburban areas. Nor is it the method used when we desire specific products, such as with fruit trees. While I am not a pomologist, I am certain that the fruit we eat does not come from trees grown with my "let's see what happens" method. Instead, there is intentionality. Someone chooses the specific kind of tree based on the kind of fruit desired, then plants the seed for that kind of tree, cares for the sapling, and with a great deal of patience, cultivates it into a mature tree with the desired kind of fruit. This is, pun intended, fruitful work. It takes time, intentionality, and effort. It cannot be rushed, and it is not easy.

The idea of fruitful work – work that takes significant time, effort, and care, seems to be the opposite of what we experience in our current culture. We live in a culture of fast food, instant messaging, and ordering online with free 2-day shipping. The aisles of almost any store that you walk

## FRUITFUL WORK

into are lined with the newest gadgets designed to help us obtain the product we want in the fastest way possible with the least amount of work. Interestingly, even going to the typical lawn and garden shop results in finding new gadgets aimed at speeding up or simplifying gardening, helping us produce the most flowers in the least amount of time with the least amount of effort. Society is so product and result oriented that many people miss the importance of the process. I'm sure you have heard the saying that "life is a journey, not a destination." We sometimes talk about a similar idea in academics – that the process is as important as the final answer; this is why we ask our students to show their work. Theodore Roosevelt once said, "Nothing in the world is worth having or worth doing unless it means effort, pain, difficulty . . ." For Roosevelt the work that produces the kind of fruit that we want, is usually challenging and requires us to put in significant time and effort in

order to cultivate that fruit. He is saying that fruit is unlikely to grow well just because a bird "deposited" an unknown type of seed in the right place at the right time. This same idea is also true of our everyday lives. If we use the "let's see what happens theory," we risk noxious weeds in our lives. We should be intentional with everything we do, especially with the education of our children.

Plato's thoughts on the purpose of education revolve around our conduct and the kind of life we live. In the *Laws* (643e), Plato said, ". . . what we have in mind is education from childhood in virtue, a training which produces a keen desire to become a perfect citizen . . ." Plato's educational model starts in early childhood and continues indefinitely through the life of an individual. His idea of education focuses on development of virtue with the end goal of becoming a "perfect citizen."

In the Plato quote above, he uses the word "perfect." That word can be incredibly intimidating. Perfect. Without fault. As much as we would like to think that we are perfect in certain areas, deep down we all know that we are nowhere near it, and the thought of needing to become perfect is terrifying. I believe that what Plato is really saying is not that scary. He says that education produces "a keen desire to become a perfect citizen." In other words, true education produces an understanding that we need to, with intentionality, continue to work toward "perfect" citizenship throughout our lives. I don't think that Plato would say that there are any truly perfect citizens in the world, only those that desire to be and continually work toward that goal. Remember, it is more about the journey than the destination. The process of working toward being a perfect citizen is more important than actually becoming one.



At TCA, we have replaced the word perfect with the word exemplary, meaning to be an example citizen. I believe that Plato would say the same thing about the word exemplary – there are no true exemplary citizens, only those working toward exemplary citizenship. Following this line of thinking, he would then also say that a true education produces a desire to become an exemplary citizen. It is more about the journey than the destination. Exemplary citizenship is an idea that we discuss quite a bit here at TCA. Whether in the halls, classrooms, or administrative offices, the thought of what it means to be an exemplary citizen is never (or *should* never be) far from the minds of TCA students and staff.

What does it mean to be an exemplary citizen? In his 88th Moral Epistle, Roman philosopher Lucius Annaeus Seneca said “let’s be content with the much less fashionable label, ‘What a good man!’” In the *Republic* (618b8-c3) Plato notes “each one of us must neglect all other subjects and be most concerned to seek out and learn those that will enable him to distinguish the good life from the bad and always to make the best choice possible in every situation.” Even though Eastern philosopher Hsün Tzu does not really fit into the Western tradition, his thoughts on education fall in line with those of Plato and Aristotle. He said, “if the gentlemen studies widely and each day examines himself, his wisdom will become clear and his conduct be without fault.” Each of these quotes reflect that idea that virtue (growing in virtuous character) is at the core of exemplary citizenship. This brings to mind ideas with which we are all familiar:



## Thoughts from Blake

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- being hungry for what is true, beautiful, and good
- being courageous to make a stand for what is right
- being attentive, analytical, and discerning,
- being aware of good, healthy, habits

These ideas, among many others found in our Core Values, are the backbone of the kind of virtue that we desire to cultivate in our students to help them in their journey toward exemplary citizenship.

Notice that the ideas mentioned above are not purely academic in nature. They reflect the notion that there is more to being a virtuous person and an exemplary citizen, and that it goes well beyond the bounds of information accrued. In Book IV of the *Republic*, Plato introduces the idea of the tripartite soul. According to Plato, the three parts of the soul are spirit, reason, and appetite. The spirit is the part of the soul that causes us to experience strong emotions especially in terms of justice and the desire to be good. The reason part of the soul is that part that loves truth and seeks to learn it. The appetite is the part of the soul that causes us to have desires, such as a desire for food and drink. These descriptions are somewhat oversimplified from Plato’s descriptions, but they give you the basic idea. This is the first place that we see the emergence of the idea of the whole person being Spirit, Mind, and Body. This idea is extremely important to us at TCA, as every child that comes through our doors is a whole person – made up of spirit, mind, and body.

In order for us to develop truly exemplary citizens, we must cultivate each of these three parts of the child, which takes time and intentional effort. Imagine what would happen if the manager of an apple orchard focused only on developing the bright red, outer color of the fruit and left the flavor and the texture of the fruit to chance without any intentional effort toward those two characteristics. The resulting fruit would likely be inconsistent in flavor and texture and would not be the desired kind of fruit. While part of that fruit, the color, may be

desirable, the remaining parts may not be what we want. The same is true of our students, if we only focus on the mind and leave the spirit and body to chance without any intentional effort, our students will be inconsistent in body and spirit and ultimately not the kind of “fruit” that we desire. However, if we intentionally focus on the whole person, and we take the necessary time to cultivate all three parts of every child – spirit, mind, and body – we will develop “fruit” with a desire to be virtuous and exemplary citizens.

We have only 13 years (about 15% of their lives) with most of our students to produce the kind of fruit that we desire. While we will not produce completely “ripe” fruit, as this is a lifelong process, we will get a good picture of the kind of fruit that our students are becoming. Webster’s dictionary defines cultivation as “the act or art of cultivating.” While this definition is not that helpful, it is noteworthy that “art” is a part of the definition. Education is indeed an art form, and as with the creation of any masterpiece, it requires time and a great deal of patience. Perhaps, a better definition for us is the definition for *cultivate*, which is defined as “to foster growth of something.” Growing anything takes time and patience. This is not easy, as Roosevelt said, “Nothing in the world is worth having or worth doing unless it means effort, pain, difficulty.” There are going to be times when it is extremely difficult and even painful. There will be times when it is easier to focus on the mind and forget about the body and the spirit. There will be times when it will be easier to wait for some natural force to “deposit” the right virtue at the right time. This never works consistently. It is not our goal to watch our students and “wait to see what happens”, but it is our privilege to foster the growth of virtue in our students and develop in them a desire to strive for exemplary citizenship. Ultimately, we are planting the seeds, caring for the saplings, and with a great deal of patience, we are cultivating the right kinds of fruits. Be patient. Be intentional. **Be pomologists.**



# WALK ON MARS - SUCCESS



On Friday, January 11, TCA hosted the **Walk on Mars** map at our North Auxiliary gym for the entire day. We arranged for the map to be sent to our school from **Arizona State University's Mars Space Flight Facility**. TCA parent, John Balke, coordinated with our staff and 23 volunteers to assist in the effort. The volunteers that day were from Lockheed Martin, Harris Corporation, United Launch Alliance (retiree), Aerospace Corporation, Science Applications Corporation (SAIC), Blue Peak Solutions, Boecor, and the University of Colorado.

In total approximately **750 students and 100 adults/parents participated** in the event - doubling the previous record for the map on a single day.

A snapshot description from the [walkonmars.space](http://walkonmars.space) website describes the effort as follows: "The 2001 Mars Odyssey spacecraft and the Thermal Imaging System (THEMIS) have been acquiring images of Mars for more than 16 years. The best quality images from the mission have been compiled into a global mosaic at 100 m/pixel resolution and printed on a walkable basketball-court-sized vinyl mat to spread awareness and excitement about Mars exploration!"



**TCA President on Mars with volunteer Jack Anthony**



**What we have in mind is education from childhood in virtue, a training which produces a keen desire to become a perfect citizen, who knows how to rule and be ruled as justice demands.**

*Plato*

