

THE
GRACE
ACADEMY

ROSTRUM



VOL 7 SPRING 2018



GOLF CLASSIC

MONDAY, APRIL 9, 2018

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SAVE THE DATE FOR OUR GRACE GALA

FRIDAY, OCTOBER 5, 2018

MORE INFO COMING SOON

GREETING *from the* HEAD OF SCHOOL



One of the central goals of a classical education is to cultivate students who are able to live well, and a key component of this vision is to develop students who are well-rounded. God has created us as complex multi-dimensional beings, and there are many different means by which we can bring him glory and learn about the nature of truth, goodness, and beauty. Literature is one important medium for communicating truth, and at Grace Academy we read a lot of great books in order to learn from the wisdom of those who have gone before us. In this edition of The Grace Academy Rostrum, for example, you will read about some of the important lessons we can learn from Orwell's famous novel, *1984*. Our students' studies are not, however, limited to books. In the following pages, you also will learn about the long history

of drama as a means for expressing goodness and truth and see examples of how our students use visual art to communicate truth and depict beauty. Our students are active outside of the classroom as well, whether they are engaging in physical activity on the new sport court or developing hobbies and businesses on their own. One example of the latter is freshman Nicholas Naugle's woodworking hobby which has developed into a successful business and provided a context for creating beautiful art with wood. We want Grace Academy to be a vibrant place where students learn about themselves and the world around them in a variety of ways as they develop into well-rounded human beings. Ultimately the goal is for students to be well-equipped for serving God and bringing him glory as they live well in whatever job, church, community, and ministry to which he calls them.



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Soli Deo Gloria,
Dr. Diener

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THROUGH *the* LENS

I spend a lot of time behind a camera when I'm at Grace Academy, documenting the educational experiences of students. I

love capturing these moments because while the students don't realize it yet, their exposure to truth, goodness, and beauty is equipping them with a framework that will serve them for the rest of their lives. Each snapshot is a piece of a much bigger story.

Home educated, K-12, I distinctly remember when my parents switched to a classical approach. Educationally, it was like going from black-and-white to technicolor. I remember my siblings and I sitting on the floor in spellbound wonder, flipping through the pages of beautiful books that introduced us to characters and cultures from long ago. In the years that followed, however, classical education would give more than an illuminated imagination.

5 BENEFITS *of* CLASSICAL EDUCATION

- One of the biggest takeaways of classical education was **a chronological understanding of history**. It wasn't a dry mesh of random dates and names. It was a panorama of stories within One Big Story, revolving around the Incarnation of Christ and filled with real people, words, and actions. Through this framework, classical education helped me understand my place within the greater context of *His* story.
- In addition to world history, classical education provided **a big-picture perspective of the Church**. It helped me see the Church not as a mere, isolated denomination, but rather with kingdom-eyes as Christ's universal Bride, spanning centuries, cultures, and various branches of believers. It showed

me that, against all worldly odds, the Church has remained through seasons of trial and persecution because God has remained faithful. As I worship with fellow believers, I know we're joining a much broader league of saints, both past and present, and that we form a small part of a much greater narrative.

- At fourteen, I began studying under Wesley Callihan of Schola Classical Tutorials and that time under his teaching taught me **the contagious enthusiasm of a good teacher**. Although my comprehension was a mere stone-skipping of what I read, Mr. Callihan's enthusiasm was life-giving, nurturing an initial appreciation for the literary works that shaped western thought and culture.

- Under Mr. Callihan's tutelage, I received an **introduction to the Great Books of Western Civilization**. In his Introduction to *On the Incarnation* by Athanasius, C.S. Lewis writes: "Every age has its own outlook. It is specially good at seeing certain truths and specially liable to make certain mistakes. We all therefore, need the books that will correct the characteristic mistakes of our own period. And that means the old books."¹ The Great Books gave me multiple outlooks — an exposure to the influential thinkers and cultures of the past. Did I grasp all the truths these "old books" could teach me at 14, 15, 16, 17, and 18 years old? Of course not! But exposure to the Great Books created a foundational familiarity and foothold for lifelong learning.
- You and I live in an age of instant gratification. Information is just a google search away and "quick" answers are easily accessible. In contrast, classical education is challenging, but the challenges lead to growth. Reflecting on the takeaways of a classical education, I'm reminded of **the value of perseverance**. Ploughing through a literary masterpiece is hard work. But there is invaluable worth in processing a whole narrative — in grasping an idea and making that concept your own — when it leads to the deeper discovery of truth, goodness, and beauty.

There is no neutral ground in a child's education, and what happens in the home, church, and classroom shapes how a child sees God, man, and the world. Our culture needs Christ-centered men and women — thinkers and leaders — who have big-picture context as they live out their assigned chapter of history. We need Christians who are lovingly committed to Christ's body, the Church, and the time-tested truths others have clung to, even when it cost them their lives. We need men and women who love the good, the true, and the beautiful, and in an age that values convenience, we need men and women who value the pursuit of wisdom more.

This is the mission and gift of a classical, Christ-centered education, and through the lens of my camera, I see students — students who are blessed with this gift. Whether you're a student, parent, or prospective parent of a classical student, my personal encouragement to you is this: *it's worth it*.

¹C.S. Lewis, Introduction to *On the Incarnation* by St. Athanasius (Crestwood, New York: St. Vladimir's Seminary Press, 2002), 4-5.





THE HISTORY *of* DRAMA *is* ALIVE AT GRACE!

As accustomed as we are to the phrase, "Lights, camera, action!" few movie fans recognize the centuries of theatre that paved the way for modern cinema.

At Grace Academy students learn about the famous authors whose plays changed the landscape of western theatre, and in addition to reading many of these plays they have opportunities to participate in performing some of them.

As early as the 5th century BC, Greek citizens sat on the hillside outside the Acropolis at the Theatre of Dionysus (which remains intact today) and watched as drama unfolded before their eyes. Individual storytellers gave way to a Chorus and then with the works of Aeschylus to a dialogue between two characters. Sophocles and Euripides contributed to the tradition by adding yet more characters, and soon the Ancient Greeks were masters at writing tragedies, comedies, and satires. Thus the theatre classes at Grace Academy can trace their dramatic roots back to the time of Ancient Greece some 25 centuries ago!

Within the Grammar School, students in grades 3, 4, and 5 each produce a play once per year. Using the skills they have practiced since Kindergarten through memorized recitations of grammar and Latin chants, Scripture, poetry, and Catechism, these young thespians develop their theatre abilities and bring delight to their audiences! By the time they reach Logic School they are well-equipped for theatre performance, and each year in grades 6-12 students take a year-long fine arts elective in either music, art, or theatre.

Grace Academy's commitment to the arts supports the development of well-rounded students. The arts are vital to students exploring and developing their creative voices. Theatre, for example, helps students improve verbal and non-verbal skills, public performance, and teamwork. Each person is a part of the team that designs and builds the set, collects props, puts together costumes, memorizes lines, and then unites in an effort to mesmerize an audience with their live production.

Under the loving tutelage of Mrs. Kettering, Upper School Theatre teacher, Logic School and Rhetoric School students have recently produced plays such as *You Can't Take It With You*, *Cheaper by the Dozen*, *A Midsummer Night's Dream*, *It's a Wonderful Life Radio Drama*, *Charlotte's Web*, *Alice in Wonderland*, *The Gift of the Magi*, *The Wizard of Oz*, and *The Princess and the Pauper*.

For Grace Academy students, their awareness of the rich history of theatre enriches their experiences as actors in a community that encourages them to become more like Christ through every pursuit. *Soli Deo Gloria!*



A WELL-CRAFTED EDUCATION

Grace Academy freshman Nicholas (“Nicho”) Naugle has plenty to keep him busy after school besides homework. In addition to his studies, sports, and church activities, he also has a flourishing woodworking business called “Rustic by Nicho.”

It all started a few years ago when his mom and dad saw him dragging home a wood pallet to make a dog dish holder for the family’s golden retriever, Daisy. Eager to help their son with his new hobby, they worked to set up a shop in their garage where Nicho could continue learning about woodworking and have the tools he needed to do it. Nicho quickly developed his woodworking skills as well as an eye for creating beautiful work that is both artistic and functional. After starting with dog dish holders and coffee tables made from pallet wood, he expanded his repertoire to include custom cutting boards, chessboards, and other specialty items.

With the help of his parents, Nicho is turning his hobby into a successful business. His website rusticbynicho.com is in the final stages of development, and he has a shop on Etsy and a Facebook page as well. Along the way Nicho has needed to learn about the various facets of running a business such as accounting, purchasing, manufacturing costs, website development, paying taxes, and of course honesty and integrity. He also is currently researching and learning about the patent process. This past December Nicho had a booth at the Georgetown Christmas Stroll where he was very successful in selling his merchandise, and he is working to establish his first wholesale account locally as well.

In addition to woodworking, Nicho enjoys other hobbies like soccer, solving Rubik’s Cubes, and working on computer programming. He also has been active in missions, taking trips with his mom to Nicaragua and with Hill Country Bible Church to Piedras Negras, Mexico. None of these activities, though, detract him from his commitment to education. He is an honor roll student at Grace and is considering the possibility of following his mother into the medical profession. His plan is to use the money he is earning from woodworking to help fund his college education, and he also donates a portion of all his sales to support wildlife and natural habitats. What started as a fun hobby thus has enabled Nicho to grow as a businessman, give back to important causes, and prepare for his future education – all while going to school each day and keeping up with his Latin homework!

CHECK *it* OUT

Go to

→ **RUSTICBYNICHOCOM** ←

to browse Nicho’s woodworking products,
order a custom item, or leave a review.



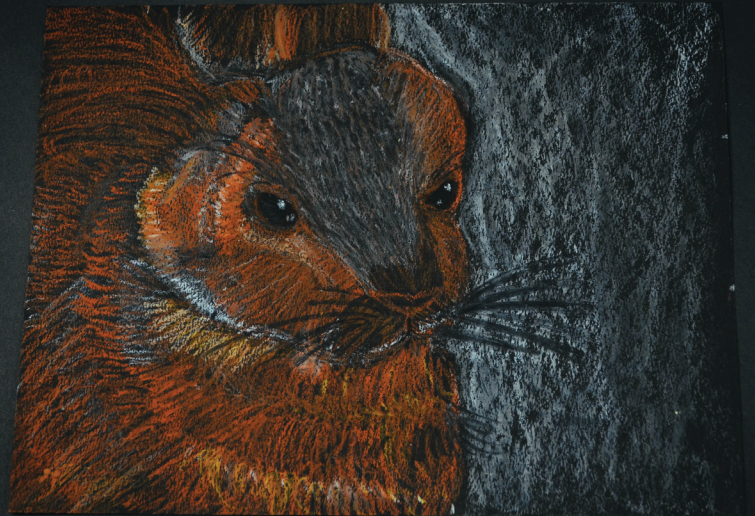
ART FOR ALL AGES



Owls

by Lilyana S. and Shelby C.

Art and science meet in 1st grade with the study of owls. First graders used the pinch pot method of clay construction to build their own owls.



Hare

by Delaney S.

Albrecht Durer's *Hare* was used as an inspiration in drawing lines and texture; maintaining balance in an asymmetrical composition and study of techniques in oil pastels allowed an in-depth study of the design elements and principles for Logic School Art students.



Seppi
Logic Art I

Monochromatic
by Seppi M.

Logic School Art class monochromatic assignment: This is a study in color theory and gradations of color using acrylic paints. Students chose one color and created a 10-step gradation scale ranging from pure white to pure black, with tints and shades in between. They then applied these tints and shades to a composition.



Forefather
by Truett W.

Fourth graders integrated the stories of the Bible with a study in human proportion by drawing our forefathers.



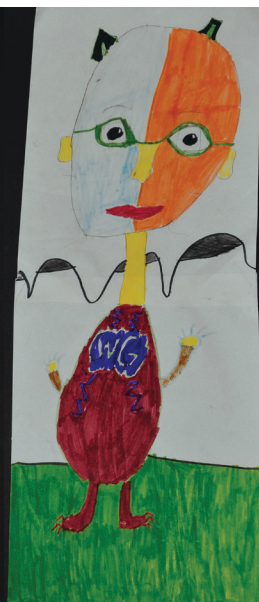
Strawberry
by Caroline C.

This is a weekly sketchbook assignment. Sketchbook assignments are out-of-class homework in Logic School Art class. Students are given a variety of concepts to visually communicate.



Portrait of Brother
by Elinor E.

Using a grid and the understanding of factual proportions, students drew a person close to their hearts. This portrait is a graduate whose younger sibling is in the Rhetoric School Art class.



Super Hero *by Annika P.*

Art and history combined in the study of Agamemnon's mask. Students learned about the role masks play in different cultures and about God's plan for our face and facial proportion by drawing their own faces. They were surprised to learn that our eyes are in the middle of our face! After drawing the face, students turned themselves into a superhero. They then wrote a short description about the good their superhero does.



Illustrations for *The Courage of Sarah Noble*
by Ryan O. and Elinor "Nora" N.

Second grade read *The Courage of Sarah Noble* in literature class and in art class learned how to create depth in a 2-D composition by overlapping and changing the size of objects. They also learned color theory by mixing tempera paint to create shades and tints of green.

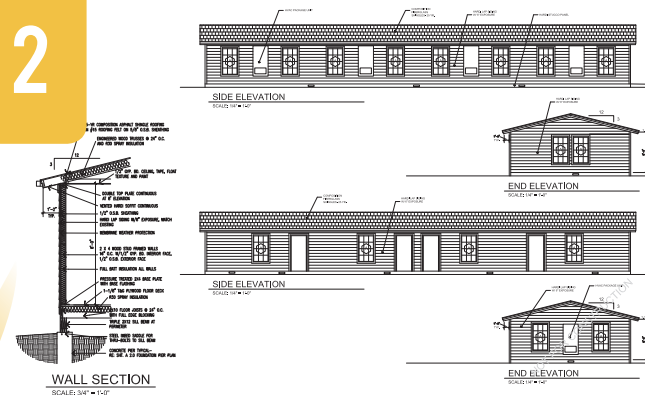
BUILDING *for the* FUTURE

1



This past fall we completed an outdoor sport court with basketball goals for a full court and two half courts as well as a volleyball court. In addition to providing students with a great surface for games during recess and PE class, the court also has allowed many of our basketball teams' practices to take place on campus instead of always happening at the Rec Center. Thank you to everyone who generously helped make this beautiful sport court a reality!

2



In order to accommodate our growing student body, a classroom building similar to the current buildings will be built this summer to provide four additional classrooms. The funds for this project have been fully acquired, and as soon as the City approves the final plans construction will begin. This building is needed so that remaining Grammar grades can be expanded into two sections as class sizes continue to grow and so that sufficient space is available for the Upper School academic program as well.

3



The long-term vision for our campus includes a full build-out of permanent buildings across the driveway from where the current buildings are located. The first step of this vision is the construction of a full-court, varsity competition gym facility that will provide space for both athletics as well as large Grace community gatherings. (Only so many people can comfortably fit into the current Assembly Room!) In order to raise the needed funds for this facility, Grace Academy's first capital campaign is underway and currently in the quiet phase.

4



The full build-out of a permanent campus will take place over a number of years as determined by enrollment growth and fundraising. The vision for this permanent campus is to have space for all the programming needs of our school and also to create an environment that architecturally embodies our values as an educational institution. God has blessed Grace in so many ways over the years, and it will be exciting to watch as this long-term vision for Grace Academy's campus unfolds.



7 THINGS *Everyone Should Know about* 1984

In 1949, British author George Orwell published his classic

novel *1984*. In it, England is part of a communistic regime known as Oceania which covers Western Europe, the United States and Canada. It is ruled by a man known simply as Big Brother, who demands complete obedience and love from his subjects. The novel follows Winston, a mid-level member of the ruling party, as he attempts to figure out Big Brother's purpose and, more importantly, how to overthrow the regime. While there are many lessons *1984* can teach us, here are seven key principles that stand out:

1 It isn't just about surveillance.

More than anything else, *1984* is famous for posters all over Orwell's London reminding citizens that "Big Brother is watching." Winston is keenly aware that every moment of his life is being watched by the Thought Police and his fellow citizens. However, the act of watching isn't the most terrifying aspect of *1984*; rather it is what the government is watching *for*. Any action, involuntary reaction, or facial expression that betrays less than total love for the government, the Party, or the Revolution is considered "thought crime."

2 Language is the key to tyranny.

One of the richest passages in *1984* explains the importance of the new language of the Party, called Newspeak. Orwell argues that language is the best way to control a population. Because people can't think of a concept that they don't have a word for, removing abstract ideas from a language removes people's ability to think about concepts like justice, personal rights, and so on. By educating new generations in Newspeak, which removes these "unnecessary" words, Big Brother is able to make sure a revolution can never happen; his subjects can only ask themselves *what*, not *why*.

3 Even the good guys are wrong.

1984 is broken up into three sections; while the first and third are a straight-forward novel, the second is dominated by political philosophy. In this section we learn about a manifesto written by the founder of the resistance that is intensely communistic and in many parts reads almost identically to Marx's *Communist Manifesto*. Orwell fought against the Communists in the Spanish Civil War and was known for his revulsion at communist regimes. In *1984*, the resistance is shown to be no better than Big Brother; Winston, for example, agrees to commit horrible atrocities including the murder of innocent women and children. Orwell thus makes an interesting point: in a society where generations have learned that love, truth, and morality are vices and worthy of extermination, is there any possibility of not being a monster?

4 Revolutions are problematic.

Even a cursory glance at real-world revolutions leads us to agree with George Washington from the musical *Hamilton*: "Winning is easy ... governing's harder." During a revolution, staying unified is easy—everyone hates the government. After the fighting ends, though, there are as many ideas on how to rule as people in the revolution. The characters in *1984* resist Big Brother for vastly different reasons: some recognize that Big Brother is evil, while others don't really disagree with him but rebel just for the sake of rebellion. Thus even if they were to succeed, other conflicts would arise during the attempt to set up a new government.

5 It is about changing what you love.

In the famous closing scenes of the book, Winston begs for the Thought Police to kill him; he cannot endure more torture. O'Brien, the member of the Thought Police in charge of Winston's case, explains that they will certainly kill him but that he first must love Big Brother. Happiness outside of the government

is unacceptable; the individual must be wholly consumed by a love for the collective, a love for Big Brother. And so, if Big Brother lets one citizen die without loving him, the government has failed and the whole project is undone. That is why in Oceania all education, social engineering, and even language is directed at getting citizens to love Big Brother with all their hearts.

6 It can happen now.

When Orwell wrote *1984* in the middle of the 20th century it was a futuristic cautionary tale with technology he believed to be plausible but still a long way off. The real-world year 1984 came and passed, and still that technology had not been invented, although it seemed more plausible. Today, however, we have more advanced surveillance technology than the government did in 1984. Edward Snowden revealed, for example, that the NSA collects data on electronic communication; video game consoles, smart TVs, and home-assistants have microphones that are always on; a quick glance at Google ads makes it clear that they track your emails, searches, and other internet activities. The only piece left in the puzzle is a government with the will to use all these tools as a means of control rather than of advertising. Thankfully, in the United States this has not happened yet.

7 There is hope.

Any reader leaves *1984* with a sense of despair. Winston, who has despised Big Brother all his life, ends the book a broken shell of a man. Worse, he finally comes to love Big Brother. However, in the afterward about the principles of Newspeak, Orwell refers to Big Brother and his government in the past tense. The implication is clear—tyranny cannot last forever; there is something in our nature that will only put up with injustice for so long. Throughout history, no matter how tyrannical the rulers of the day show themselves to be, eventually the ideas of freedom and individual responsibility keep reappearing and asserting themselves over the rulers of the day.

THANK YOU

*for participating
in the GA5K and
Fun Run!*

*Your presence made the
day an encouraging and
fun-filled experience!
Because of you, we are
closer to meeting our
Annual Fund goal!*



Upcoming **EVENTS**

*Your presence matters, and we
would love to have you at these
upcoming events!*

- 4.9 GOLF CLASSIC at Cimarron Hills
- 4.19 SENIOR THESIS PRESENTATIONS
- 4.30 FINE ARTS EVENING
- 5.24 GRADUATION
- 10.5 GRACE GALA