

THE GRACE ACADEMY
ROSTRUM

VOL 2 FALL 2015



GRACE
ACADEMY



EDUCATION YOU CAN BELIEVE IN.



GRACE
ACADEMY

A CHRIST-CENTERED AND CLASSICAL K-12 SCHOOL

225 Grace Blvd. Georgetown, TX • 512.864.9500 • www.gracetx.org

Tours on Tuesday - 9 a.m. - 11 a.m.

From the Head of School

PREPARED TO ANSWER



“WE CAN
CONFIDENTLY
PROCLAIM
TRUTH AND
GUIDE STUDENTS
TOWARD IT.”

Each day Grace Academy is teaching and proclaiming truth. While this might seem obvious given that we are a school, sadly many schools today hesitate to teach students what is “True.” Some go even further and deny that there is such a thing as “Truth” at all. At Grace Academy, on the other hand, our rootedness in Scripture and the classical tradition provides a basis from which we can confidently proclaim truth and guide students toward it. Throughout all grade levels and disciplines, teachers and students daily explore together various aspects of God’s creation and are thereby led to a deeper knowledge and understanding of both the world around them and the Creator who made it all. Through this pursuit of knowledge and wisdom, Grace students are becoming prepared to give an answer to the hopeless relativism of our society and to shine a light into the darkness around us.

I am excited by the articles in this edition of *The Grace Academy Rostrum* that demonstrate a number of important ways in which Grace Academy is proclaiming truth as we educate young men and women and prepare them to serve our society and world. From updates on Grace alumni to stories about current students, from an introduction of new faculty to the seasoned perspective of a Grace mom who has been here for years, the following pages demonstrate how a Grace Academy education speaks truth into our students’ lives and equips them to proclaim truth to those around them. I hope you enjoy reading about what God is doing through Grace Academy as we train students’ minds and nurture their hearts – all for the glory of God.

Dr. David Diener
Head of School

CONTENTS

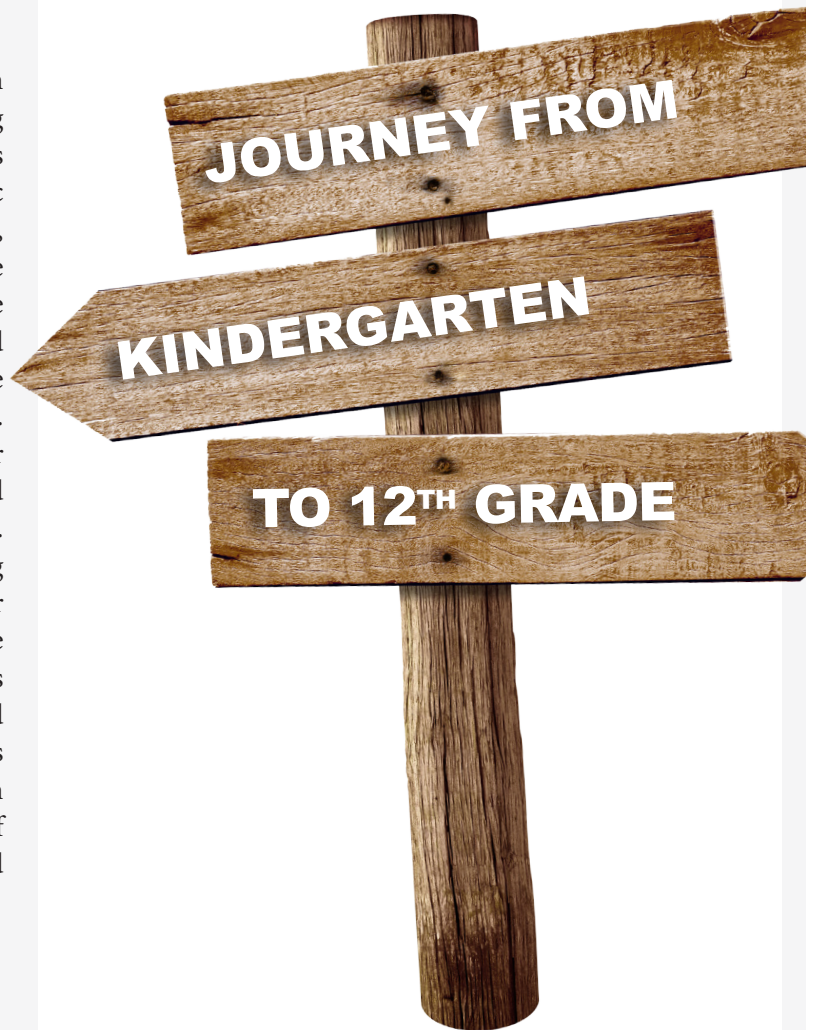
- | | | | |
|---|---|----|--------------------------------------|
| 3 | KINDERGARTEN ON THE MOVE | 7 | CLASS OF 2015 |
| 4 | A WORD WITH GINGER HOBBS | 8 | ALUMNI SPOTLIGHT
JOSHUA PATCH |
| 5 | EVOLVED THEORY
A CONVERSATION WITH DR. PAUL NELSON | 9 | GEORGE LUBRANO’S PATH TO EAGLE SCOUT |
| 6 | STEM CLUB | 10 | GROWING FACULTY AT GRACE ACADEMY |



KINDERGARTEN ON THE MOVE

Numerous studies have shown that young people in our society are spending more and more time sitting in front of electronic screens and increasingly less time in physical play and exercise. As electronic companies continue marketing to younger and younger ages, this has become true even of preschool children. At Grace Academy, we strongly believe that physical play and exercise are critical both for motor development and also for emotional and social well-being. This year we are acting on this belief by the implementation of a Motor Lab for our kindergarten students. Working under the guidance of our physical education teacher Julie Hudson, twice each week our kindergarten teachers lead their students in this lab through a series of games and exercises. The curriculum they use is based on circuit training for young bodies and is designed to help students develop gross motor and fine motor skills. Such skills involve balance, hand-eye coordination, spacial awareness, and coordination. As students develop these physical skills and improve their emotional and social well-being, their mental capacity for study increases as well. Healthy bodies support healthy minds. This kindergarten Motor Lab is an important example of Grace Academy's belief in the importance of holistically developing the body, soul, and mind of our students – all for the glory of God.

- Karen Moore



A
WORD WITH
Ginger Hobbs



When school started this year, Ginger and Kelley Hobbs began their 13th year of partnering with Grace Academy to educate, train, and shape their four boys. Their oldest son Ben started at Grace in kindergarten in 2003 and will graduate this spring. Their other boys are Sam (10th grade), Nick (8th grade), and Zach (5th grade), and Kelley has served on the board since 2011. Over the years Ginger has developed a seasoned perspective through her countless hours of volunteering at Grace, assisting children with homework, cheering at athletic events, and walking with Grace through the ups and downs of the school's growth. Here are Ginger's thoughts as she looks back over her years at Grace Academy.

Why did you choose Grace Academy?

I heard about the classical Christian model from a friend long before Ben was school-aged. It struck me as a wonderful idea to educate children in an integrated fashion, knitting the Bible and history together. I remember that conversation to this day. My son was only two at the time, and Grace Academy was but a dream. That first conversation so impressed me, however, that when Ben became school-aged and Grace Academy was a rather new school, we stepped into classical education without hesitation. I recall the first time I attended an event and the 2nd grade performed the "History of the World" song. I was astonished at what they were capable of doing, enthusiastically looking forward to seeing my own children learning this way. Over the following years I

experienced many repeats of this impression and watched as Grace graduated one senior then two more, and so forth. As I saw these impressive graduates and their accomplishments, I again looked forward to seeing my children finish their education at Grace Academy.

What have you learned through the years?

What I have seen is that classical education, and specifically the classical Christian model, is incredibly effective. It is challenging, but it is also beautiful in its design when implemented properly. Not surprisingly, though, what happens in the world at large also happens at Grace: challenges and stumbling blocks are inevitable. However, they are part of God's design for our children (and parents for that matter). What I can tell parents now, as a mother of a soon-to-be "finished product," is that the path to the final accomplishment of graduation is not a steady,

"A CLASSICAL EDUCATION WILL, HOWEVER, TEACH THEM HOW TO EVALUATE AND OBSERVE THE WORLD AROUND THEM AND RESPOND TO IT IN A TRULY CHRISTIAN AND LIKEWISE INTELLIGENT WAY"

ascending line, but rather a jagged line of valleys and peaks. Our children receive equipping at Grace that is undoubtedly superior as it relates to teaching them how to learn and think and being able to present their ideas to others. Along the way, however, they will stumble and fall and fail and be hurt. Life is messy. Our

culture is relentless in its pull toward mediocrity and relativism, and plainly sin. To place a child in an environment like Grace Academy does not remove them from cultural influences because that is impossible. A classical education will, however, teach them how to evaluate and observe the world around them and respond to it in a truly Christian and likewise intelligent way . . . if they so choose. As a parent, I have learned that my children have a will and a soul of their own and that how God uses this educational training to draw them to Himself is outside of my parental control.

Also, when Grace Academy states that it wants to partner with parents, it means just that. It is an agreement between the two to pursue a common goal. Common goals, however, do not ensure constant agreement between the parties. As a model of the body of Christ, we must go into this partnership expecting to be humbled at times, to be gracious to others, and to persevere with the end goal in mind. Over the years I have seen refinement in the leadership's vision and a determined commitment to stay the course that the founding families envisioned with our mission statement. It gives me great confidence that all of my children will be able to experience a uniquely classical education in the Christian environment of Grace Academy.

- Susan Schwab



What led you to become interested in evolutionary theory?

In high school I wanted to be a painter. I was so miserable in art school, however, that I said to God, “Okay, what do you want me to do with my life?” When I was 19 I dropped out of art school and happened to read Thomas Khun’s classic *The Structure of Scientific Revolutions*. For the first time I saw science as a creative human enterprise, not just something to be memorized. Evolution was the dominant creation story of our culture, but it was a deeply flawed theory. That intrigued me.

Why is the issue of evolution so important for Christians to carefully consider?

Evolution, uniquely of all scientific theories, is the theory about us: who we are, where we came from, maybe even where we are going. In that respect it functions as a worldview much more than simply as a scientific idea. The real challenge raised by evolution is its naturalistic or materialistic foundation. Materialism is profoundly incompatible with a theistic worldview. As Jesus tells us in the gospels, “No one can serve two masters.” Ironically, evolution was born in a theistic cradle. I believe that science itself depends on assumptions that are most naturally grounded in theism. The rationality of nature presupposes, I think, a non-material view of human intellect. Materialism is terribly corrosive of rationality and ends up being self-refuting. Science flourishes on a metaphysical foundation that is ultimately justified by theism. We live in a secular culture that takes evolution as its origins narrative, and we need to be able to respond to that.

EVOLVED THEORY

Grace Academy was blessed in September by a visit from Dr. Paul Nelson. Dr. Nelson’s academic training is in the philosophy of biology and evolutionary theory, and he currently serves as a Fellow of the Discovery Institute where he does work on intelligent design theory, the interaction between science and theology, and the relationship between developmental biology and our knowledge of the history of life. During his visit to Grace, Dr. Nelson met with our Rhetoric School students to discuss his recent documentary about monarch butterflies and also led a faculty training session on intelligent design theory and the unique path it opens for scientific knowledge. After a full day on campus, Dr. Nelson gave a public lecture at City Lights Theatres titled “Moby Dick vs. Darwin: Why the Origin of Whales & Dolphins Challenges Evolution.” Here are some of his thoughts on evolution, Christian thought, and classical education.

“SCIENCE FLOURISHES ON A METAPHYSICAL FOUNDATION THAT IS ULTIMATELY JUSTIFIED BY THEISM.”

Why is a classical education important preparation for students who want to enter careers in science fields?

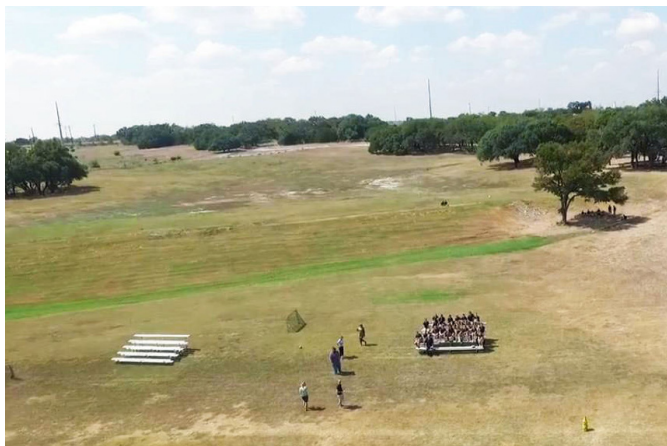
I would start with the values upheld by classical education such as the idea that truth is objective and universal, not subjective and dependent on individual experience. A classical curriculum also provides important training for future scientists. Logic, for instance, or even rhetoric, are critical tools in any scientific field. I had four years of Latin as a high school student. Knowing Latin made learning scientific terms and methods (such as binomial nomenclature) much easier, not to mention all the scientific terms I encountered in biology that have Greek or Latin origins. My brother, who is a urologist and university professor, was a philosophy major as an undergraduate. The analytical tools he acquired in studying philosophy prepared him, he says, for the kind of diagnostic and scientific challenges he faces in his practice and research. To me, the tools and practices a classical education provides can be applied to any discipline, including the sciences. A classical training prepares students to move into science careers by giving them a solid educational base on which almost all scientific work is grounded.

- David Diener

SCIENCE TECHNOLOGY ENGINEERING MATH STEM CLUB

What do you get when you combine NASA's High School Aerospace Scholars Camp with a teacher willing to support student initiatives? STEM Club!

This past summer, Grace senior Michael Moore was selected to attend the NASA High School Aerospace Scholars Camp at the Johnson Space Center. During this week-long camp, students attended briefings with NASA engineers and scientists, completed group projects under their direction, and enjoyed hands-on engineering activities.



Inspired by the experience, Michael returned to Grace Academy and approached Matt Shell, Rhetoric School math teacher, about founding a STEM (Science, Technology, Engineering, and Math) Club for the Rhetoric School. Mr. Shell already had been mulling over several ideas to extend opportunities beyond the classroom to high school students, so he enthusiastically agreed to support Michael and the Grace Academy STEM Club.

**“IT IS CRITICAL THAT WE
HELP STUDENTS REFLECT ON
THE USE OF TECHNOLOGY
BEYOND ITS UTILITY.”**

The club was launched this fall, and students elected a leadership team made up of 10th-12th graders with the goal of cultivating leadership to sustain the club long past any one student's graduation. Recognizing that group work is often essential for success in STEM fields, one of their first projects focused on building relationships, communication, and developing a sense of team through a building activity using Legos.



Despite its focus on STEM, this club is not for the philosophically faint of heart. Rather the club seeks to explore the social and ethical implications of various STEM topics. For example, in September the company Lyft Aerial came to the Grace Academy campus to demonstrate one of their drones with a built-in camera. After the excitement of the demonstration, Mr. Shell noted: “It is critical that we help students reflect on the use of technology beyond its utility. How do we live responsibly with technology? What are the legal and ethical implications surrounding technology (such as drones)? Which governing bodies should make and enforce those decisions?”

In the future, students are very interested in bringing professionals who work in STEM fields to campus as guest speakers. The club also hopes to visit the athletic training facilities at Southwestern University to examine biomedical innovations in rehabilitation and technological developments in other areas of collegiate athletics. - Susan Schwab



PHOTOS OF GRACE ACADEMY'S CAMPUS ARE
COURTESY OF LYFT AERIAL DRONES.

CLASS OF 2015



GRACE
ACADEMY



ZACH DAY
LETOURNEAU UNIVERSITY
COMPUTER ENGINEERING



SAM COTHRAN
TEXAS A&M UNIVERSITY
BLINN TEAM CHEMICAL ENGINEERING



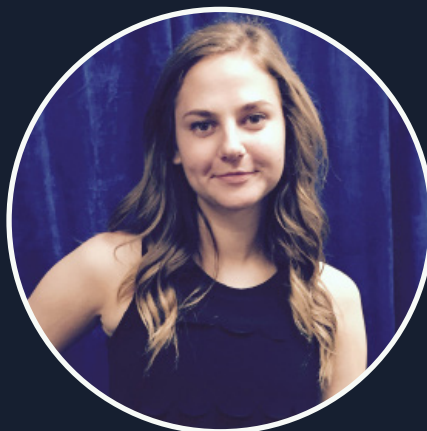
DANIEL EYNON
TEXAS A&M UNIVERSITY
PRE-MED TRACK; B.A. IN CHEMISTRY
WITH A MINOR IN BIOLOGY



CORINNA KECK
DALLAS BAPTIST UNIVERSITY
COUNSELING WITH AN EMPHASIS ON
GERIATRICS



NICOLE PRINZ
UNIVERSITY OF TEXAS
COMMUNICATION SCIENCES & DISORDERS
SPEECH LANGUAGE PATHOLOGY



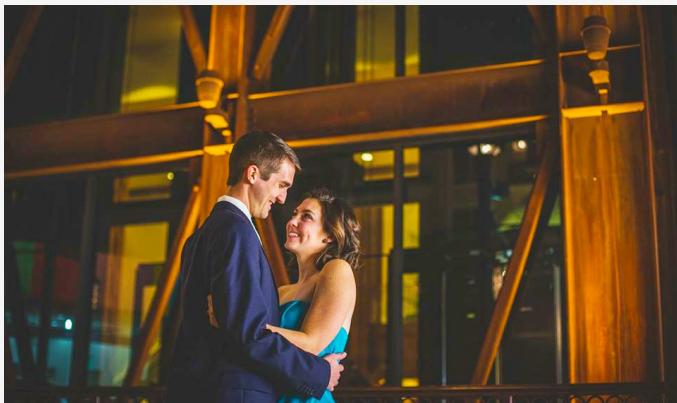
CALLIE ROCHE
BAYLOR UNIVERSITY
NURSE PRACTITIONER



HALEY STIEN
ABILENE CHRISTIAN UNIVERSITY
ENGINEERING

ALUMNI SPOTLIGHT

JOSHUA PATCH



Josh Patch graduated from Grace Academy in 2011 and went on to study at the Torrey Honors Institute at Biola University; he graduated in 2014 with a degree in English. Josh now teaches Latin at Trinity Classical Academy in Santa Clarita, California, and plans to marry Hannah Roberts in November.

What is it about classical education that gives you the passion to now be on the other side, educating the next generation?

Sometimes, when people talk about their faith in Christ, they describe a transition from being nourished by “their parents’ faith” to actually having “their own faith.” I had a similar transition in high school at Grace. From 6th grade on, I had been fed on daily chapel and hymn-singing, Latin classes where we translated our quotidian prayer requests (“please heal my cat”) just for practice, teachers who thought kids had souls and deeply cared about them. But sometime in Rhetoric School, it was like the curtain was drawn back, and I saw the truth that it was a rare and strange delight to be taught the real human intrigue of the Punic Wars, part of the huge human intrigue of which Jesus is the eternal main character. I started to get teary-eyed hearing 2nd graders repeat – with such feeling! – the whole eleventh chapter of Hebrews. I started reading Milton out loud instead of skimming him to prepare for the test. I actually felt my brain being exercised like a muscle when I read and re-read a paragraph of Plato and started to get it. In other words, I figured out that what Grace was giving made me really happy. How can you not want to turn around and somehow help make students happy that same way?

How did your education at Grace Academy prepare you?

You can’t exactly think of a Grace education as the thing that turns kids into “leaders” or “world-changers” or gives them surefire success. Those are the world’s terms, and anyway 22 isn’t an age at which you can determine whether a life has been successful. Faithful living is a lifelong journey, and only God Himself can give the growth as we continue in the

grace of being prepared to enter the kingdom of God. Still, for a number of years, Grace Academy was that grace for me. Grace gave me loving teachers who urged real wisdom (a rare combination); it gave me a lasting love for books; it gave me an intact (rather than fragmented or over-simplified) Christian worldview; it trained me to communicate well; it encouraged me to work long hours without losing interest; and it rewarded me with fulfilling friendships.



What advice would you give to students who currently attend Grace?

To younger students: Be respectful to your teachers, be nice to your classmates, and make sure you sing in assembly rather than cracking jokes to your neighbor. Your joke will be much funnier at recess.

To older students: Some of you may think that learning is lame and nerdy. That’s only true of people who get arrogant about how much they know, or who study so much that they never have fun. So, don’t be arrogant or uptight, because that ruins everything. Go to the movies and play sports and hang out. But . . . also take a big risk and ignore everyone who tells you that learning is for losers. Trust me: when you hit your twenties and you know how to be moved to tears by Shakespeare or the Psalms instead of being conquered by boredom, you’ll actually be winning. - Sandy Watson

A FEW OF JOSH’S FAVORITE AUTHORS:

SAMUEL JOHNSON
MARTIN LUTHER
HOMER
GEORGE ELIOT
ROBERT W. JENSON
FLANNERY O’CONNOR



GEORGE LUBRANO'S PATH TO EAGLE SCOUT

As sophomore George Lubrano gets out of the car every morning at Grace Academy, few would guess that he and his younger sisters have endured at least 45 minutes of rush hour traffic just to arrive at school on time! With his ebullient demeanor and a smile for all, George starts every day with a warm greeting for students and staff alike. Having been in classical Christian schools since first grade, George has learned to think for himself using Scripture as a lens through which to view the world and has high aspirations for his future beyond graduation in 2018.

His work ethic has been shaped not only by his years of Latin, logic, and learning the grammar of English, but also by his long involvement in Boy Scouts. George started in the Scouts when he was in second grade, and since then he has been faithfully committed to the organization. As part of a troop that truly cultivates leadership in their members, the adult volunteers provide guidance as troop members work to earn the respect of one another in their various elected leadership roles. George has remained involved with scouting all these years because he enjoys the program's focus on building character, training boys to be responsible citizens, and developing personal fitness. With the intent of staying involved in Scouts the rest of his life, George set his eyes on the lofty goal of attaining the rank of Eagle Scout, an honor that only 7% of all boy scouts achieve. In addition to a significant service project, those who want the Eagle rank must also earn 21 merit badges, serve at least 6 months in a troop leadership position, participate in a scoutmaster conference, and successfully complete an Eagle Scout board of review.

Given its beauty and possibilities for development, George eyed the Grace Academy property as a potential place for his Eagle Scout service project. Working with his father and school administrators, George developed and refined a plan to build an outdoor amphitheater for the student body to enjoy. As required by Scout guidelines, George took responsibility for the entire project, and through the process he learned much about managing his resources. Between developing the concept, gathering supplies, and organizing a work-day at Grace Academy to build the outdoor amphitheater, it took George about four months to complete his Eagle Scout service project. He believes that

“GEORGE DEVELOPED AND REFINED A PLAN TO BUILD AN OUTDOOR AMPHITHEATER FOR THE STUDENT BODY TO ENJOY.”

his school work at Grace Academy provided the skills he needed to make presentations to various groups of adults in order to receive approval for the amphitheater. As George put it, his classical education helped “develop good leadership skills by teaching me to write well, speak well, think logically, and articulate thoughts to others in order to advance toward a common goal.” George recently passed his Eagle Scout board review and is awaiting approval from nationals as the next step on his path to the Eagle. In the meantime, students regularly eat lunch in the newly created space, enjoying the ambience of slightly cooler fall days in the new amphitheater that George provided.

- Susan Schwab


GROWING FACULTY
 at
GRACE ACADEMY


"GOD HAS BLESSED US WITH AMAZING TEACHERS WHO TRULY LOVE OUR STUDENTS, ARE PASSIONATE ABOUT THE SUBJECTS THEY TEACH, AND MODEL A SINCERE LOVE AND LIFE OF FAITH IN THE LORD JESUS CHRIST. IT IS THROUGH THESE TEACHERS THAT LESSONS LEAP FROM THE PAGE AND INSPIRE THE MINDS AND HEARTS OF OUR STUDENTS. WE ARE VERY EXCITED TO SHARE A BRIEF INTRODUCTION TO THIS YEAR'S NEW TEACHERS AT GRACE ACADEMY." - KAREN MOORE



Doug Field joined Grace Academy teaching 6th grade Language Arts, History, and Bible this year. He is also teaching Old Testament and New Testament survey courses to our 7th and 8th grade classes respectively. Mr. Field holds a Bachelor's degree in Public Administration from San Jose University and a Master's degree in Criminal Justice from New Charter University. He is currently pursuing a second Master's degree in Religion from Carroll Theological Institute. Mr. Field loves the great American pastime of baseball and roots for the San Francisco Giants. As a college student he recalls how he and friends would visit Candlestick Park and sit at the top of the stadium during night games in June and July. That fondness for the game has never grown faint. He still quotes the late great Yogi Berra, "It ain't over 'til it's over." During afternoon break times you often can catch Mr. Field playing baseball with students outdoors. We are thankful for the great investment he is making in the lives of our Logic students.



Hillary Smith joined Grace Academy as our Grammar School Latin teacher. She has quickly won the hearts of her students and thus has inspired in them an excitement for reading Latin. Mrs. Smith holds a Bachelor's degree in Classics from Baylor University. Before joining Grace Academy she taught middle and high school Latin in a classical Christian school in the Waco area. A true classicist at heart, Mrs. Smith cites the *Histories of Herodotus* among her favorite books along with George Elliot's *Middlemarch* and *The Guernsey Literary and Potato Peel Pie Society* by Mary Ann Shaffer and Annie Barrows. When she is not reading, Mrs. Smith loves spending time in the great outdoors gardening, hiking, kayaking, and playing sports. Mrs. Smith has brought great energy to our Grammar School with her sweet spirit and genuine love for Latin.



Sally Kettering is taking our theatre department to new heights as our Upper School Drama teacher. Mrs. Kettering holds a Bachelor's degree in Speech and English from Nazarene College in Point Loma, California. As a lifelong learner, she also pursued courses in continuing education from National University and San Diego Christian College. Before moving to Georgetown, Mrs. Kettering taught English, drama, speech, and choir at schools in California and Arizona. Since arriving in Georgetown, Mrs. Kettering has taught drama at One Day Academy. She also has built the drama program for the W.A.T.C.H. Co-op. You may have seen her local production of *Beauty and the Beast* last spring. It should come as no surprise that Mrs. Kettering enjoys Shakespeare. Her favorite Shakespearean play is *Taming of the Shrew*. She enthusiastically agrees with the advice of C.S. Lewis that, "You can never get a cup of tea large enough or a book long enough."



Justin Keller joined Grace Academy with a wealth of experience in teaching humanities, logic, and rhetoric at other classical Christian schools. This year at Grace, Mr. Keller is teaching Modern World History and Literature to the juniors and seniors. He also is leading the resurgence of our Greek program with a class of students in grades 9-11. Mr. Keller is teaching Logic to our 7th and 8th grade students (one semester of each) and a semester of Classical Rhetoric to our 10th grade. Mr. Keller holds a Master of Theology and a Master of Divinity from Trinity Evangelical Divinity School. His Bachelor's degree is in Political Science and Philosophy from Northwestern University.

Mr. Keller is still a devoted fan of the Northwestern Wildcats football team. He is also a long-suffering faithful fan of the Chicago Cubs. In addition to watching and playing sports, Mr. Keller loves reading great books. Some of his favorites are *Brothers Karamazov* by Dostoevsky, *King Lear* by Shakespeare, Tolkien's *The Lord of the Rings*, *Middlemarch* by George Eliot, Calvin's *Institutes of the Christian Religion*, and Gerard Manley Hopkins' poetry. His motto comes from the Renaissance thinker Desiderius Erasmus: "When I have a little money, I buy books; and if I have any left, I buy food and clothes."



GRACE ACADEMY

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UPCOMING EVENTS

DECEMBER 7	LESSONS AND CAROLS
JANUARY 14	PARENT EDUCATION NIGHT
JANUARY 21	STATE OF THE SCHOOL MEETING
MARCH 24	GRANDPARENTS DAY
MARCH 31	SPRING FORUM
APRIL 6	OPEN HOUSE
APRIL 11	GOLF CLASSIC AT CIMARRON HILLS

save the date for...



GRACE
ACADEMY

Lessons & Carols

Monday, December 7 6:30 p.m.
Main Street Baptist Church Worship Center

featuring music from our
Grammar students and
Logic & Rhetoric elective students

