

THE
GRACE
ACADEMY

ROSTRUM



VOL 6 FALL 2017

Grace Academy cordially invites
you and yours to join us
as our K-12 music students
celebrate **Christ's Incarnation.**



Lessons & Carols

December 12th at 6:30 p.m.
Main Street Baptist Church
Georgetown, Texas

FORUM

2018

Grace Academy presents
a lecture by Dr. Ralph Wood

*"Tolkien's *The Lord of the Rings*:
A Book for Our Time of Terror"*

Thursday, February 8, 7:00 PM - 8:30 PM
City Lights Theatres, Georgetown, TX

GREETING *from the* HEAD OF SCHOOL



Great things are happening at Grace Academy! This year the Lord has blessed our school with 217 students – the highest enrollment in the history of our school. In addition to many returning students, this year we are welcoming 21 new kindergarten students and 23 new students spanning grades 1-11 into our school community. In addition to these students, this year the Lord also has blessed Grace Academy with new faculty and staff (see pg. 8), and our music program has been blessed with a set of handbells (see pg. 5). This fall we have been blessed with the installation of a new sport court near the playground, and plans for another classroom building as well as the capital campaign for a permanent gym are in process as well.

Scripture teaches us the principle that “To whom much is given, much is required” (Luke 12:48), and as a school we want to use all that we have been given to bless others: We want to cultivate our students into young men and women who are prepared to live virtuous lives of service for the glory of God; we want to bless our parents as we partner with them in the education of their children; we want to bless the surrounding Georgetown community through outreach activities and service projects; we want to serve other classical Christian schools around the country who look to schools like Grace Academy as models for what a classical Christian education can be. I hope that as you read this edition of The Grace Academy Rostrum you too will be blessed as you see the fruit that the Lord is producing through your investment in Grace Academy.

Soli Deo Gloria,
Dr. Diener



GRACE
ACADEMY

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CONTENTS

- 4 SUBTLE STRENGTH
- 5 TIMELESS TRADITION
- 6-7 A GRACE-FULL IMPACT
- 8 FACULTY HIGHLIGHTS
- 9 EDIBLE ARCHITECTURE
- 10-11 SCRIPTURE MEMORY

SUBTLE STRENGTH

*Subtle strength may be
the best description of both*

KASEY DENNY

*and dressage, the sport to which she has
dedicated most of her young life.* In the saddle in one way or another since she was two years old, Kasey's affinity for horses has evolved from her being led around in the corral as a tot to accomplishing the Bronze Medal Award in 2017 – a distinction less than 500 riders in the nation accomplished in 2017 within the United States Dressage Federation (USDF).

Demonstrating a young Grammar School student's sponge-like ability to soak up knowledge, Kasey absorbed everything she could about horses, whether it pertained to grooming, riding, or the medical care of her hoofed friends. It became obvious to her parents early on that Kasey possessed something incredibly special in her innate love for horses and for riding, and Mr. and Mrs. Denny have worked to support Kasey's pursuit of all things equine while also pursuing an academically excellent and Christ-centered education at Grace Academy. Along the way Kasey discovered dressage and has worked to master various levels within the sport. At a minimum, dressage requires time in the saddle and practice; it also requires the rider to have a very strong core so as to coordinate the body's movement in harmony with the horse. The relationship between horse and rider is paramount to dressage; the rider must feel the horse and respond appropriately, communicating with the horse using the subtlest efforts possible and making it look seamless to the spectator.

Now a fifth grader at Grace, Kasey spends about 20 hours a week at the barn and rides one or two horses each day after school depending on homework and other activities. On days she isn't in school, Kasey is at the barn riding up to three or four horses a day. Kasey's passion, along with her mental and physical strength, carries her through endless hours at the barn practicing



and preparing for shows. As a dressage rider, her primary goal is to attain Rider Medal Awards. The Bronze, Silver, and Gold medals require a horse and rider to score at a 60% or higher on a variety of tests at a variety of levels. For the Bronze award, a total of six qualifying rides at Levels 1-3 are required. While many adult amateurs can spend years attaining one medal, Kasey and Feycock accomplished this feat in a mere four months! She is currently working on her Rider Silver Medal; if she can achieve the required scores by the end of 2017, she will be the youngest rider in USDF history to do so at the tender age of 11.

This past summer, Kasey received a last minute invitation to compete in the National Finals for the Dressage Seat Equitation when another rider decided not to compete. While some riders' nerves would have impeded their ability to perform, it has been said that it seems like "Kasey has ice in her veins" when it comes to competitions. This wildcard rider scored 88% and took home Reserve Champion (2nd place) as the youngest rider in the competition! She hopes to return in 2018 and compete for the Champion spot.



Through it all, Kasey balances her school work with chores at home and in the barn with a steady countenance that belies all she has accomplished. Her teachers at Grace Academy have commented that she is a "diligent student, quiet and gentle" and that "she makes teaching a blessing." Most notably, according to her fifth grade teacher Mrs. Rosenbaum, Kasey "perseveres and does all things to the glory of God." 🏆

TIMELESS TRADITION

“For just as the body is one and has many members, and all of the members of the body, though many, are one body, so it is with Christ.” I Corinthians 12:12 ESV

And so it is with a handbell ensemble.

Consider the piano. Even if you have never played the piano, you know that it has many keys. One musician with ten fingers is in charge of all of those keys and attempts to make beautiful music. Ringing with a handbell ensemble is like placing eleven musicians at a piano, with each one in charge of two keys. Each member of the ensemble contributes specific notes to the musical line. Without even one of those notes, the entire melodic line would be lost. Each bell and ringer is a member of the body and is needed for the song.

Grace Academy has had a chime ensemble for six years. Many students over the years have rung for Lessons & Carols, Fine Arts Evening, chapel, and assisted living homes. Learning to read music fluently and then to share that music with others has offered opportunities for our students to give glory to God and to enjoy His gift of music. This year we have been blessed by Crestview Baptist Church with a loan of a set of handbells. The bells will allow our students to ring the music as the composers intended for it to be rung and as handbell ensembles have been ringing for centuries.

Bell ringing used to have only one technique — pull on the rope with all your might! Tower bells in churches were rung by pulling on a rope. Many churches still today have one bell that is rung by one ringer to begin or end worship or to toll once for each year of a deceased parishioner’s life. Cathedrals often have six or twelve bells with a ringer for each one. The complex mathematical patterns of change ringing require much practice,



and handbells were developed to give the ringers a way to practice without trying the patience of the entire town!

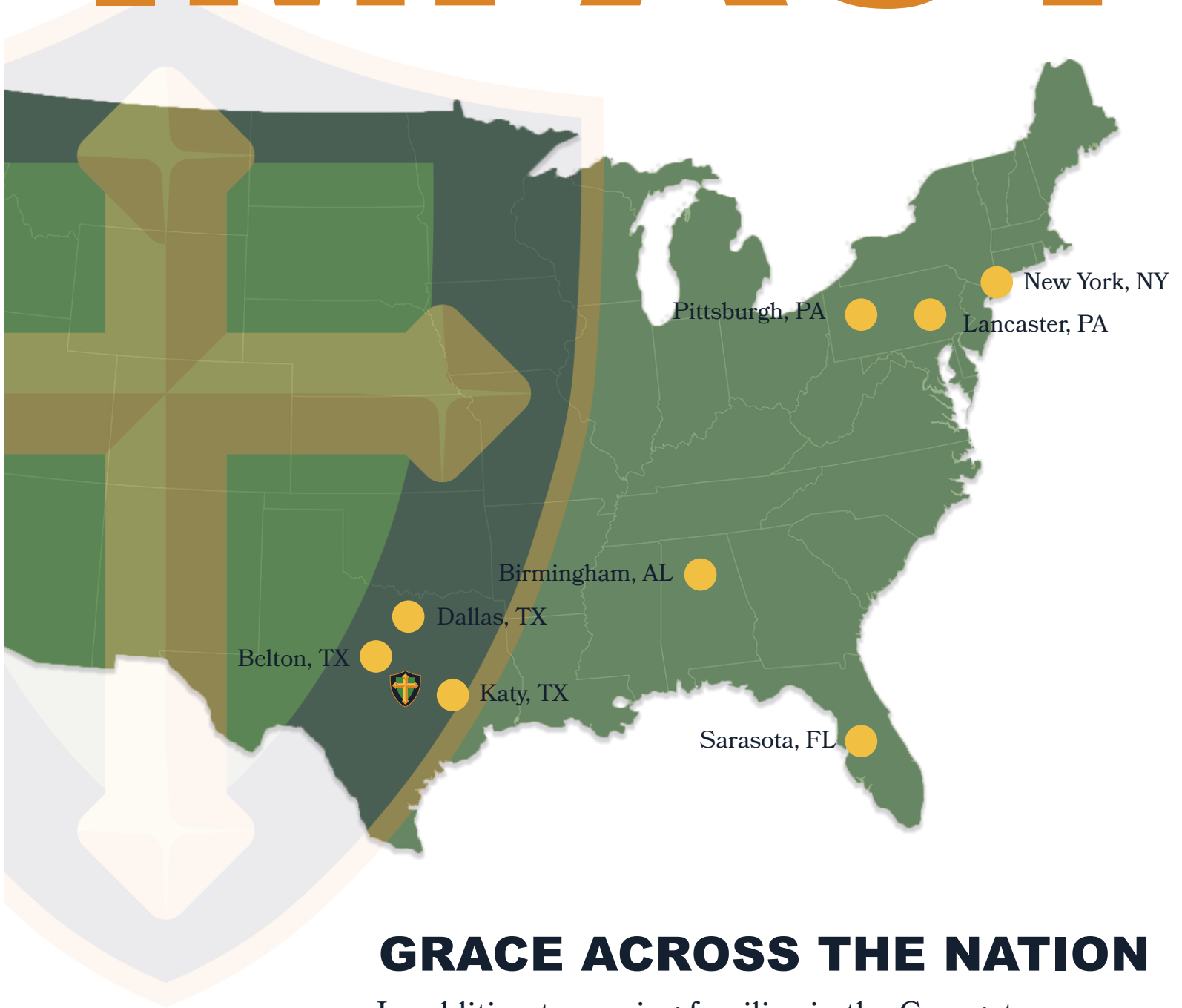
As smaller bells that fit in the ringers’ hands became more common, various techniques with wonderful names were developed: weave, tower swing, shake, ring touch, thumb damp, martellato and martellato lift, pluck, echo, gyro, laissez vibrer, and singing bell. Handbells also allow the music to be taken out of the tower and to the sanctuary or concert hall. Ensembles around the world ring sacred,

classical, and secular music for both worship and concerts. The Grace Academy Handbell Ensemble joined this tradition when they performed on November 1 for Recitation, and on December 12 they will ring again at Lessons & Carols.

Whenever you enjoy a handbell ensemble, remember the body of Christ. Like the members of a handbell ensemble, we are all members of his body and each make a unique and important contribution to the work of the whole. 🇬🇧

A GRACE-FULL

IMPACT



GRACE ACROSS THE NATION

In addition to serving families in the Georgetown area, Grace Academy faculty and staff are having a national impact on the classical Christian school movement through their speaking, publishing, and presenting.

OVER THE PAST YEAR, THERE HAVE BEEN . . .



PUBLISHED PIECES

Articles by Mrs. Moore were featured in *The Classical Difference* and *Classis*. Grace Academy was also represented by the editorial work of Dr. Diener for the book series *Giants in the History of Education*.

- 1) Veritas Teacher Training, Lancaster, PA
- 2) Association of Classical & Christian Schools 2017 Annual Conference, Pittsburgh, PA
- 3) Society for Classical Learning 2017 Winter Regional Conference, Birmingham, AL
- 4) The Classical Academy of Sarasota, Sarasota, FL
- 5) University of Mary Hardin-Baylor, Belton, TX
- 6) Society for Classical Learning 2017 Annual Conference, Dallas, TX
- 7) Aristoi Classical Academy, Katy, TX
- 8) Alcuin Retreat for Classical Educators, New York, NY



LOCATIONS

WITH GRACE REPRESENTATIVES



Artwork by Ms. Robin McLaurin



PRESENTATIONS

including workshops and talks given by Dr. Diener and Mrs. Moore at national events, as well as selected works by Ms. McLaurin, shown above and featured at the international art exhibit, “God in the Abstract” in New York City.

NEW FACULTY & STAFF



AL POPP

Mr. Popp joins Grace Academy in the new role of Assistant Head of School. His journey into classical education started during his years at the University of Massachusetts at Amherst. Mr. Popp, who excelled in math and science in high school, originally enrolled as a Physics major and held a job in plastics research. As he contemplated thoughts about turning his studies to seminary, however, he decided to take a Greek class. The rest, as they say, is history – ancient history that is. Mr. Popp soon fell in love with the ancient language and classical studies, and he graduated with a B.A. in Classics. He later earned an M.S. in Educational Leadership as well. In 2000 he became the Head of School at Jonathan Edwards Academy, a small classical Christian school in Massachusetts. In 2008 he accepted a position with Ad Fontes Academy in Virginia as the Upper School Principal. In addition to his administrative roles, over the years he has continued in the classroom, teaching everything from fourth grade history to high school math.

Now that the Popp family has arrived in Texas, they feel they have found a community in Georgetown that feels like home where they can put down some roots. The families at Grace Academy have been very warm and welcoming. As for his colleagues, Mr. Popp feels like he has found not only a place where he can use his knowledge and experience but also a group of people from whom and with whom he can continue to grow as a life-long learner. We are excited to welcome Mr. Popp to Grace Academy and are thankful for the experience and leadership that he provides.



BRYAN BROOKS

Mr. Brooks is the newest addition to the Grace Academy Upper School faculty. He holds a B.A. in Political Economy from Hillsdale College and an M.A. in Political Science from the University of Nebraska at Omaha. While at Hillsdale, Mr. Brooks earned three individual national championships in debate and was the assistant coach for the debate team which also won a national championship. He continued to pursue his passion for debate and rhetoric at the University of Nebraska at Omaha as the assistant coach for their Mock Trial Team. Mr. Brooks, a graduate of the home school movement, has used his knowledge with that educational format combined with this expertise in debate to establish Olympus Forensics, a high school home school debate coaching business. During the summer, he and his wife Emily enjoy running debate camps for high school students. These experiences in coaching and teaching debate have led to the publication of his book *101: An Introduction to Team Policy Debate*. We look forward to having Mr. Brooks work with our students in courses such as logic, rhetoric, and modern world history and literature. Already he has received many wonderful reviews from the senior class who enjoyed studying *Crime and Punishment* with him this fall. Mr. Brooks in turn gives a wonderful review of his students and the school, saying that he and his wife believe they have found “a community that we can be involved in who legitimately care about each other.” Welcome, Mr. Brooks! 🏡

EDIBLE ARCHITECTURE

For over a decade, Grace Academy has been rebuilding Rome in gingerbread. Each year the members of the Grace Academy Classical League recreate an ancient piece of classical architecture entirely out of edible materials. The impetus for this idea was the Georgetown Library's annual Gingerbread House Contest. Karen Moore and her students first created a Roman domus (town house) as an entry for the contest in 2005. This lesson in architecture and interior design was an extension of class lessons on Roman housing. While their entry didn't win, the students so loved the project that the next year they wanted to up their game and take on the Colosseum.

The secret behind most truly creative and wonderful class projects is an awesome class mom with skills, and the team found a secret weapon in Lacy Murphy. Lacy has some serious cake decorating skills, and together she and Karen formed a dynamic duo of ancient gingerbread architecture as Karen planned lessons and Lacy planned culinary construction around each project. Lessons in architecture, engineering, history, culture, and religion all played a part. For example, in each arch of the colosseum was placed a miniature gingerbread man in place of the statues the original held. The inner floor was filled with a substance to imitate water to represent the ancient naumachiae, or naval battles, that were held inside the colossal stadium. The top of the Colosseum displayed the bronze discs placed there by Emperor Domitian. While the plans were laid out by Murphy & Moore, it was the students who took on the sticky sugary task of making it all happen and added their own artistic touches. For example, students took artistic liberty with the great velum, or awning that sailors would extend over the stadium seating. They placed poles of spaghetti noodles around the top with rice paper flags bearing the university football teams around Texas. Now a student at NYU law school Ashton recalls that, "I loved building the Colosseum with the naumachiae (naval

battle). It was really awesome imagining the Romans seeing such a spectacle and recreating the little details to make the project come to life." The Colosseum won the contest that year and even received a colossal spread in the local newspaper.

In the years since the first domus, the Grace Academy Classical League has created the Roman Colosseum (twice), the Pantheon (twice), the Trojan Horse, a Greek Theatre, Hadrian's Wall (complete with Roman camp and little blue Celtic spies), a triumphal procession, and the Circus Maximus. Each construction was built entirely out of edible materials (per contest rules), and each project was planned and executed with the intention of learning about ancient design and architecture. Grace Academy alumnus Josh Patch recalls that these projects "made all that Roman history stick with me. That was when I first learned how the Romans decorated trees for Saturnalia, how they used to fill up the Colosseum with water for mock sea-battles, why there's a hole in the top of the Pantheon, how a Roman villa is laid out, etc."

As for the Georgetown Library's Gingerbread Contest, in ten years of competition the Grace Academy team has won four times: twice for the Colosseum, once for the Trojan Horse, and once for the Pantheon. Throughout the years their entries seemed to inspire other creations in the community as entries grew beyond the traditional candy houses to include such creations such as a cathedral, the Globe Theatre, and even the Alamo. In fact, the library decided to change the name of their contest to the Edible Extravaganza to better reflect the growing variety of edible edifices. This tradition continues to be one that engages our students in learning, engages our school with the community, and best of all provides a unique and creative time for enjoying fellowship while baking memories. 🏰





Hiding God's Word in their Hearts: SCRIPTURE MEMORY *in the* UPPER SCHOOL

“Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up.”

Deuteronomy 11:18-19

THE COMMAND

These verses from Deuteronomy are arguably the most well-known passage regarding the education of our children. We as parents will stand before the Lord and answer for the responsibility given to us in training our children in the way they should go. As educators in Christian schools we have agreed

to partner with parents in the educational aspect of such training and, to an extent, in the formation of their character. Within these verses from Deuteronomy we receive a two-fold command that gives both an exhortation and instruction for how we should carry out training in Scripture: 1) Embed Scripture within the hearts and minds of our children; 2) Talk about what has been learned and be watchful for teachable moments throughout the day.

THE PRECEDENT

Consider the ways Jesus cites the writings of the Law and the Prophets. His command of Scripture goes beyond familiarity into an intimate understanding of these writings. Paul too quoted the Old Testament with ease. He makes references to the stories of Abraham (21 times) and Isaac (3 times). By name he cites Moses (13 times), King David (8 times), and Isaiah (6 times). Memory was the foundation of Jewish education in ancient times. The Torah formed the center of their education as they used Scripture to learn to read and

write Hebrew. Jewish children would not only read, but also memorize the Torah. This came through constant repetition for approximately four years until young pupils could recite the Torah in its entirety.

The cultivation of memory was not unique to Judea. Memorization and oral tradition were central to education throughout the Mediterranean world. In Greece there was an emphasis on memorizing the great epic traditions of Homer. Roman orators such as Cato, Cicero, and Seneca were required to memorize and deliver famous orations from their predecessors. As orators, they regularly gave speeches from memory of two hours in length.

To this day, memory is considered one of the five canons of Rhetoric, the art of speaking. Before memory are listed invention, arrangement, and style. The final canon, often listed after memory, is delivery. Aspiring Roman rhetoricians often looked to Demosthenes and others of the Greeks and studied the techniques of art and invention by thoroughly learning their works. Having memorized the speeches of the Greeks, they



then practiced the art of delivery. Our modern Rhetoric classes tend to focus more on the art of writing than the art of speaking, though we still practice invention and arrangement. The exercise of memory, however, should play a central role in Rhetoric classes as well.

GRACE ACADEMY'S RESPONSE

In response to the commands in Deuteronomy, Grace Academy has developed a Scripture Memory Program. Since the earliest days of our school, Grammar students have memorized passages such as Psalms 101, Hebrews 11, and James 3. These are regularly delivered in choral recitation before fellow students, teachers, and parents. Several years ago we recognized the need to expand this program into our Upper School as well. We desired to increase our students' knowledge of Scripture and hone their skills of memory. Most of all we wanted to see them equipped for every good work the Lord should have for them.

Students in the Logic and Rhetoric Schools memorize whole books of the Bible or lengthy passages to better understand Scripture in the context in which it was written. Scripture memory in the Upper School is intended to build unity through study and worship among

students of various grade levels, 6-8 and 9-12 respectively. Under the discipleship of a designated faculty member, each devotional group meets three mornings per week to read, discuss, and memorize the assigned Scripture for the year. Works for memorization have thus far included James, Philippians, Colossians, 1 John, and Matthew 5-7 (The Sermon on the Mount). To present their memory work, groups may choose to interpret the assigned Scripture through creative dramatic performances so long as the Scripture itself is not altered.

THE FRUIT

Five years into this program we have graduates who memorized the Sermon on the Mount plus multiple books of the New Testament along with a collection of Psalms. We do not expect that they will be able to recite all of these verses at a moment's notice. We do expect, though, that God's Word will remain hidden in their hearts and minds, ready to be called upon when needed. We hope that they will continue to study and memorize God's Word for the rest of their lives. The fruit that has been born thus far is sweet. One graduate shared that memorizing James "gave me a huge sense of accomplishment that helped me believe in myself . . . Reciting all of it individually in one take showed me what the mind was capable of with hard work and consistency."

"But as for you, continue in what you have learned and have firmly believed, knowing from whom you learned it and how from childhood you have been acquainted with the sacred writings, which are able to make you wise for salvation through faith in Christ Jesus."

2 Timothy 3:14-15

We pray this discipline will continue to equip our graduates for whatever calling God places on their lives in the same manner in which Paul so praised Timothy. 🏆

LOGIC SCHOOL

(6th-8th Grade)

- 1 John
- Colossians
- James

RHETORIC SCHOOL

(9th-12th Grade)

- History of Redemption
- Philippians
- A Collection of Psalms & Proverbs
- Matthew 5-7



GRACE ACADEMY

Why should **YOU** give to the Annual Fund?

Grace Academy sets tuition at a low cost to make a classical, Christ-centered education an affordable option for as many like-minded families as possible.



OUR GOAL

Grace Academy's **Annual Fund** is a reoccurring campaign that happens every year. This year's goal is **\$250K**, and we are striving for **100%** participation from all Grace Academy families.

1

The Annual Fund **furnishes tuition scholarships, helps eliminate debt, and provides valuable operational resources** such as curriculum materials, teacher salaries, classroom supplies, field trips, student retreats, and campus improvements.

OUR GAIN



2



OUR GRACE

No matter the size, **every gift makes an impact**. Whoever you are, no matter how much or how little you have, **your gift matters**. What may seem like a small, unimportant donation can transform a life.

3

Be a part of the impact online, by mail, or in person at www.gracetx.org/support-grace/give-now/ or 225 Grace Blvd., Georgetown, TX, 78633. Call 512.864.9500 for more information.