

THE GRACE ACADEMY

# ROSTRUM

VOL 30 SPRING 2016



GRACE  
ACADEMY



*Ninth Annual*  
**GRACE ACADEMY**  
**GOLF CLASSIC**

Monday, April 11, 2016

8:00 a.m. - 2:00 p.m.

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*Gala*

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*April 15, 2016*

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## From the Head of School

# CULTIVATING VIRTUE



“EDUCATION IS  
ULTIMATELY  
ABOUT  
CULTIVATING  
HUMAN BEINGS  
WHO ARE WISE  
AND VIRTUOUS.”

Education is not primarily about gaining knowledge. This may sound like an odd claim, but in fact it is a truth that has been central to the classical understanding of education for thousands of years. Certainly the process of education does include acquiring knowledge about ourselves as human beings and the world around us that God has created. However, education is ultimately about cultivating human beings who are wise and virtuous, not just people who know a lot of facts.

This view of education can be seen throughout Scripture, particularly in passages like Deuteronomy 6:4-9 and Ephesians 6:4. In these verses parents are commanded to educate their children by impressing God’s commandments on them and bringing them up “in the training and instruction of the Lord.” Knowing about history and math is valuable, but an education that excels in teaching knowledge about those disciplines yet fails to instruct students in the wisdom of the Lord is ultimately worthless. The ancient Greek philosopher Plato similarly claims that knowledge without virtue is not only useless but in fact pernicious. Knowledge alone can be used for good or for great evil, he argues, and the goal of education is therefore not merely to impart knowledge but also to nurture in students the virtue and wisdom necessary for that knowledge to be used for the good.

At Grace Academy, we take seriously our responsibility to cultivate not only our students’ minds but their hearts as well. Our students do acquire knowledge (as evidenced by their exceptional standardized test scores and other academic recognitions), but they also are daily cultivated into men and women of wisdom and virtue. As you read the articles in this volume of The Grace Academy Rostrum, you will see the fruits of this holistic understanding of education in the lives of our students, faculty, and graduates. May we all continue to grow not only in knowledge but also in the wisdom of the Lord as we live lives of virtuous service to him.

Dr. David Diener  
Head of School

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# SERVING WITH JOY



At Grace Academy, we believe that service to our community is an essential part of education. As we train students to serve God and those around them, they are given ample opportunities to put this training into practice. Each year the Upper School students at Grace Academy participate in multiple service projects within our community. As students enter the Logic School, they anticipate their retreat at Camp of the Hills. Now in our fifth year of service with Camp of the Hills, it has been incredibly rewarding to see the continuity of service to this ministry that reaches at-risk and inner-city children with a gospel-based message based wholly on volunteer labor and donations. We began our partnership with Camp of the Hills after a devastating fire destroyed their only indoor gathering space. The first project our students tackled was to build a huge retaining wall below the new building. The next year we returned and built a large outdoor amphitheater on top of the retaining wall, essentially doubling the camp's worship and meeting space.

**“THE MOST COMMON  
FEEDBACK HEARD BY OUR  
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OUR STUDENTS.”**

In the years following, our Logic students have done trail maintenance, cleared debris and brush, dug holes for basketball goals (no easy task in the Hill Country) and annually cleaned the cabins for the arrival of summer campers. Each year students also organize a school-wide paper goods drive on the camp's behalf, and our families respond so well that we are able to supply a large portion of the camp's paper goods for the entire summer. This past fall, Logic students also cleared and maintained trails around Lake Georgetown for the Army Corps of Engineers in cooperation with a grant from the Texas Parks and Wildlife and ASCEND outdoors.

As our students mature and enter the School of Rhetoric in ninth grade, they eagerly anticipate serving at Camp Buckner. Part of Buckner International, the camp provides a life-changing camp experience for children living in Buckner foster care statewide. Our students' role at Buckner varies from year to year depending on the needs of the camp. Students have cleared vast amounts of brush on the property, worked tirelessly to maintain trails, constructed bunk beds, cleaned cabins,



and even returned home splattered with paint from projects or with cacti needles embedded in work boots. This past Thanksgiving, as they have for a number of years, Rhetoric students additionally served at the Caring Place, which provides a variety of services to local families in crisis. Our students also have worked for various equine therapy centers, again providing whatever hands-on labor is needed that day such as trimming trees, hanging Christmas décor, cleaning riding arenas, and even preparing a petting zoo area for small guests.

The most common feedback heard by our chaperones while on such service projects is a sense of astonishment regarding our students. The organizations our students serve consistently comment that they are “shocked” at how much is accomplished in the allotted time; some have commented that our Logic students have done more in a day’s work than adult volunteers have accomplished in a whole weekend. More importantly than being able to labor diligently for hours on end, though, our students have developed a reputation as those who serve with a good attitude, with respect for one another, and with an encouraging attitude to other volunteers. One camp supervisor described them by saying, “They just serve with a true sense of joy.”

It is a delight to watch these students eagerly anticipate service retreats with a strong desire to serve their neighbors that is carried out with strong backs, deft hands, and joy in their hearts.



Amphitheater at Camp of the Hills



Serving at an equine therapy center



Camp of the Hills



Rocks, rocks and more rocks at Camp of the Hills



# FACULTY SPOTLIGHT DAVEY ARWINE



“SCIENCE IS A CLASS THAT  
CAN INSPIRE WONDER LIKE  
NO OTHER.”

Head of School and wrote two science text books specifically designed for schools who taught from a creationist perspective. While a teacher at CLA, Mr. Arwine also accompanied the Head of School, Dr. Lindstrom, as they attended trials to legalize homeschooling in Michigan and Florida. Because of his background as a lab technician, curriculum author, and teacher, Mr. Arwine was considered an expert witness. He testified in defense of the quality of homeschool education in several trials. Due in large part to the efforts of Dr. Lindstrom and Mr. Arwine, homeschooling gained a greater credibility and legal status within these states.

**D**avey Arwine is Grace Academy’s own “Mr. Science.” Every day he brings the wonder of discovery into the science classroom through creative hands-on activities, corny jokes, and his unique sense of humor.

Mr. Arwine has a Scots-Irish heritage and spent much of his childhood in Ireland the 10th of 11 children. While in first grade on the Emerald Isle, Mr. Arwine’s teacher Mrs. Gilsdor showed the class how tadpoles became frogs. From that moment on, young Davey was hooked on science. A number of years later, Mr. Arwine’s father moved the family to Chicago, Illinois. Often teased for his Irish accent and mannerisms, the bashful Davey kept his head down and tried to maintain a low profile. It was his high school biology teacher, Dr. Turrey, who finally managed to draw him out of his shell. Dr. Turrey was a very knowledgeable and animated science teacher. He recognized the talent and ability in young Davey, and today Mr. Arwine credits Dr. Turrey as being his inspiration to become “who I am today” as a science teacher.

Despite the allure of tadpoles and the influence of Dr. Turrey, however, Mr. Arwine did not immediately choose a career in science. He went to the University of Wisconsin on a wrestling scholarship and while there joined ROTC. His dream was to be a fighter pilot, and as a pilot he received high commendations from many of his instructors. His dream of flying the PC3 was shattered, however, when the medical team disqualified him from continuing in the program due to his color blindness. Mr. Arwine was crushed, but the Lord had other plans for him.

After earning a Bachelor of Science in Biology, he went to work for Baxter Laboratories. There he helped the FDA with drug development and eventually fell into testing. The testing lab became too routine and dull for the animated Arwine, and when an old friend called to offer him a position teaching chemistry, Mr. Arwine didn’t even think twice. Since then Mr. Arwine has taught science for about 40 years. He served twenty-nine of those years at Christian Liberty Academy outside of Chicago where he also served as the

After leaving Christian Liberty Academy, Mr. Arwine taught (along with Mr. Straka) at Chamberlain Hunt Academy in Mississippi. During his time there Mr. Arwine was voted favorite teacher by the student body five years in a row. When asked about this string of awards, Mr. Arwine commented that he had an unfair advantage as a science teacher: “Science is a class that can inspire wonder like no other,” he explained. “In what other class can you get away with setting things on fire and blowing things up?” Despite this explanation, students don’t love Mr. Arwine’s classes merely because of the creative labs and explosions. Rather it is because Mr. Arwine brings science to life and uses his engaging personality and unique gifts to draw students into the learning process.

In addition to his skills as a teacher, Mr. Arwine is also an accomplished musician. His father was a jazz musician who played for the famous Stan Kenton, and ten out of the eleven Arwine children also became musicians. The Arwine boys formed an Irish band called O Brother, and Davey played guitar, banjo, and mandolin. Over time he became so proficient on the mandolin that he won multiple national awards for his Irish mandolin music. Eventually Mr. Arwine left his brothers’ group and formed his own band called Donnybrook. This group produced two CDs and still gets together for public shows.

Any good chemist knows that the right mixture of elements in a lab is critical, while the wrong mix can cause a harmful reaction. God has brought together all the right elements under the right conditions to create a marvel with Mr. Arwine. As a Grace Academy science teacher he is the result of a vast array of experiences, knowledge, and talents, all molded by the Lord’s guidance. This is a teacher who loves his students, who is passionate about science, and who has deep love for God. Come to the Grace Academy science lab, and there you will see the wonders of science come to life as a teacher shares himself and his passion for science with our students.



## JUNIORS AND SENIORS TOUR

# ITALY



This spring classical education came to life on a whole new level for Grace Academy juniors and seniors as they traveled to Italy for a week-long tour. Accompanied by chaperones Dr. Diener and Mrs. Moore, the students spent time in Rome, Naples, and Florence. Touring these cities provided an incredible supplement to the classical Christian education they have received at Grace Academy as they were able to see firsthand many of the buildings, paintings, sculptures, and sites that they have studied for years.



Specific stops included the ruins of Pompeii and Herculaneum where students read aloud Pliny's account of the massive destruction brought about by the volcanic eruption of Mt. Vesuvius in 79 AD. They saw for themselves the results of this devastation as they walked through these Roman ghost towns. The group also toured the Pantheon and the Colosseum whose famous architecture they have studied. They walked through the Roman Forum and stood at the burial site of Julius Caesar where they read again Mark Antony's famous eulogy as captured by Shakespeare. Students also interacted with the history of Christendom as they visited notable sites such as St. Peter's Basilica in the Vatican, the Duomo and Baptistery in Florence, and other cathedrals. They were able to see many of history's most famous paintings and sculptures as well by touring the Vatican Museums, the Borghese Gallery, the Academy, and the Uffizi Gallery. The history of science was also a part of the trip as students explored the inventions of DaVinci and saw one of Galileo's telescope lenses in museums dedicated to these men in Florence. In addition to all these cultural attractions, there was plenty of time for eating delicious Italian pizza and gelato and drinking Italian coffee as well as just hanging out together.

This trip provided a memorable culminating educational experience for students that built on the classical Christian education they have received at Grace. It also provided a meaningful time of fellowship as students prepare to say goodbye to each other at the end of the school year. This is a fantastic group of young men and women who have developed deep bonds of friendship over their years together at Grace Academy. What better way could there be to celebrate these years of work and friendship than by spending time together in this wonderfully fascinating place? Italy is a storehouse of many of the greatest artistic and architectural achievements produced by the human race, and it was a privilege to spend time basking in this rich cultural heritage. Throughout the trip students were both impressed by the grandeur of what they saw and also humbled by the ephemeral transience of human achievement. God has gifted humanity with the ability to build great wonders, but even our greatest achievements disintegrate with time. Spending time in Italy demonstrated in a very tangible way that ultimately only what we invest in the kingdom of God is of eternal value.

**"ITALY IS A STOREHOUSE OF MANY OF THE GREATEST ARTISTIC AND ARCHITECTURAL ACHIEVEMENTS PRODUCED BY THE HUMAN RACE."**



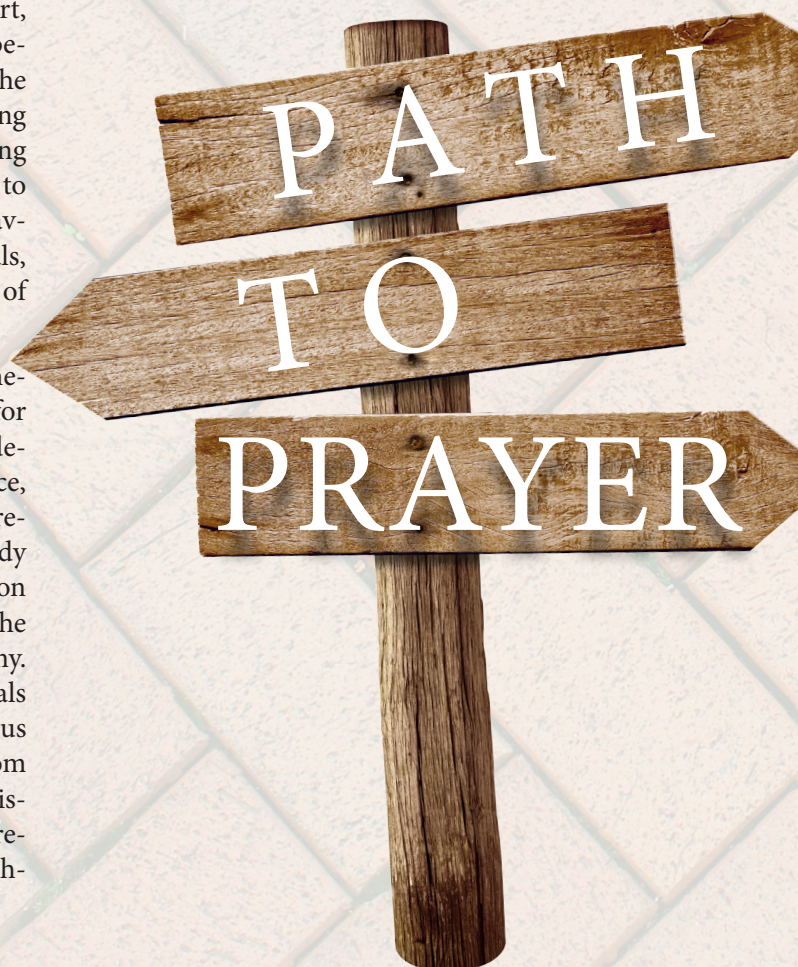




# PRAYER LABYRINTH

Integration of subjects is a common theme in classical Christian education. At times, however, that concept is difficult to grasp. This year the Logic School art class provided a tangible example of how science, technology, engineering, art, and math can all be integrated into a single project. It all began when Ms. McLaurin was awarded a STEAM grant from the Texas Art Education Association that provided partial funding for the construction of a prayer labyrinth on campus. During the Middle Ages, labyrinths were used as a way for people to participate in a pilgrimage without the time or expense of traveling to another place. Designed on the floors of cathedrals, labyrinths were intended to lead parishioners into a journey of meditation and prayer.

Early this year, Logic Art students studied the Chartres cathedral's architecture and in particular the beautiful labyrinth for which it is known. Throughout the process of studying the design and purpose of labyrinths, students learned how science, technology, engineering, art, and math all work together to create a unified whole. After the entire class completed their study of the Chartres labyrinth, one group researched information on the history of labyrinths and their purpose and articulated the intent behind creating one on the campus of Grace Academy. Another group worked to determine which building materials would be most appropriate for the location on Grace's campus given the landscape, surrounding trees and water flow from rain. One group of students became the accountants and historians/photographers, while another worked to produce a presentation in Power Point which would be used when approaching local businesses to seek donations of materials.







After all this research and planning was complete, the class then took a half-day of school to tour the labyrinth at Southwestern University and to meet with several local construction vendors. Each vendor was astonished to be addressed not by adult chaperones but rather by articulate and polite middle school students who spoke in an informed manner about their project. Personnel at the Georgetown Home Depot were so impressed by the students' demeanor and the content of the presentation that they designated the Grace Academy labyrinth as the store's community service project for their employees!

The day of actual construction in January was temperate and full of sunshine – a blessing considering that 15 students and 7 volunteers from Home Depot had to unload two tons of brick just to get started! As they unloaded the bricks, Ms. McLaurin had a chance to remind her students that these very bricks were a testament to God's faithfulness. Another vendor had promised to provide the bricks but became unable to do so, and fortunately Home Depot stepped up and supplied both the needed bricks and landscape edging along with volunteers to help complete the project.



Having cleared the space some months before with parent volunteers, the group did their math calculations to establish where the diameter of the project would be placed. After spreading out a layer of crushed granite to create a base for the labyrinth, students began laying bricks along the planned paths using a plumb line from the center to ensure that the project stayed level.

"Math, math, math," one student was heard to mutter under his breath as they calculated and re-calculated the paths to get them just right. The Logic art class maintained the school's tradition of excelling at hard work. Shoveling over a ton of granite into buckets and distributing it evenly across a labyrinth without disrupting the careful work of those who set the bricks into exactly the right place was no easy task. After a quick lunch, donated by the local Chick-Fil-A, everyone returned to their work with renewed zeal to ensure the labyrinth would be finished by the end of the school day.



An unseen but important part of this project was Home Depot's decision to honor the vision cast by the students during their initial presentation. The Home Depot staff was intrigued enough by the design concept that of their own volition they visited the SU labyrinth and studied its construction as well. When they learned that our first brick supplier could no longer assist us, the main reason they gave for being willing to supply the needed brick was the high quality of the presentation made by Grace students and their clear vision for the project. The labyrinth at Grace Academy is a tangible reminder to all who see it that we serve a God of details, a God who provides, and a God who brought all the pieces of this project together in ways that we could not have imagined. With God, all things are possible! Soli Deo Gloria!







# ALUMNI UPDATE



## SHAWNA BRILL CLASS OF 2009



In 2009, Grace Academy celebrated our first graduate, Shawna Brill Rodgers. Shawna went on to study at the University of Mary Hardin Baylor and in August of 2012, married her best friend, Michael Rodgers. After Shawna completed her degree in Mass Communications Public Relations with a minor in Art, the Rodgers moved to Huntsville, TX, for Michael to finish his degree at Sam Houston State University. Blessed with the birth of their daughter Myla Raye in April of 2014, Shawna has since been an insurance account representative with State Farm. Michael works as a freelance director of photography in the greater Austin area.

## SAMANTHA STIEN CLASS OF 2010



Samantha Stien graduated from Grace Academy in 2010 and completed her degree in Business Administration at Abilene Christian University in 2014. Upon graduation, she moved to San Antonio to take a job as a junior financial analyst. After being promoted to financial analyst, Samantha recently took a job at Trinity University as a budget analyst and plans to take more courses to further her formal education. She can often be found enjoying the arts in San Antonio or meeting up with Lexi Logan, '10, for a food truck dinner and free museum nights. She is also fond of supporting local charities in the area.

## HANNAH THOMS CLASS OF 2011



2011 Grace Academy graduate Hannah Thoms took her degree in Business Administration with a minor in Management from Concordia University, Austin, and then went straight to Washington, D.C., where she completed an internship for the Heritage Foundation in the External Relations department of the Young Leaders Program. Part of her internship was to design a weekly newsletter that updated young academics on how conservative leadership was being demonstrated on the hill and in academia. She also highlighted policies and ideas that promoted individual freedom, entrepreneurship, and limited government. She was given the opportunity to learn about policies and ideas from today's leading conservative experts on topics ranging from education and school choice to national defense and even marriage. As her internship concludes, Hannah is considering her next steps for employment or law school.

## VICTORIA DAY CLASS OF 2012



Victoria Day, a 2012 Grace Academy graduate, went on to finish LeTourneau University's five-year MBA program in a mere 3.5 years! While in Longview, Victoria volunteered with Enactus, a global non-profit that facilitates student entrepreneurial action to help community residents. She found her niche with Enactus assisting low income families and residents with their federal tax returns. After finishing her B.S. in Accounting with a minor in Math, Victoria quickly finished her graduate work and completed her MBA in December 2015. She then landed an internship with Brown, Graham, and Company, P.C., in Georgetown and is now preparing for her CPA exams.





# GRACE ACADEMY

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