

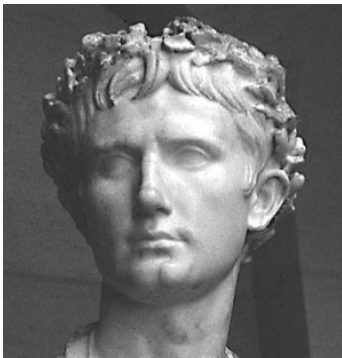
Palmarium

The Classical Academy exists to assist parents in their mission to develop exemplary citizens equipped with analytical thinking skills, virtuous character, and a passion for learning, all built upon a solid foundation of knowledge.



Reflections on Self-Regulation

••••• Assorted Quotes



Quintus Horatius Flaccus (Horace)

(65 – 8 BC)
Image from website:
<http://www.crystalinks.com/horace.html>

Rule your mind or it will rule you. *Horace (65-8 BC)*

Mastering others is strength. Mastering yourself is true power. *Lao Tzu (604-531 BC)*

Be not angry that you cannot make others as you wish them to be, since you cannot make yourself as you wish to be.
Thomas á Kempis (1380-1471)

Talent without discipline is like an octopus on roller skates. There's plenty of movement, but you never know if it's going to be forward, backwards, or sideways.
H. Jackson Brown, Jr. (1940-)

It is not enough to have great qualities; We should also have the management of them.
Francois de La Rochefoucauld (1613-1680)

A man without decision of character can never be said to belong to himself He belongs to whatever can make captive of him.
John Foster Author (1770-1843)



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- Whole Person Focused
 - Relationship Based
 - Classically Oriented
 - Idea Centered



SELF-REGULATION by Nikki Upchurch (College Pathways Teacher)

If Self-Regulation is your top character strength, congratulations, you're a rarity! Self-Regulation falls under the virtue category of Temperance. Temperance deals with strengths that protect us from excess. It is the practiced ability to monitor and manage one's emotions, motivation and behavior.

You self-consciously regulate what you feel and what you do. You are a disciplined person. You are in control of your appetites and your emotions, not vice versa. – VIA Character Institute

"The first and best victory is to conquer self." — Plato

Of the six core virtues (wisdom, courage, humanity, justice, temperance, and transcendence), Temperance is the least endorsed virtue of the six, a finding drawn from data collected from over one million people who have taken the VIA Survey. (VIA Character Institute, 2014) It is the least glamorous virtue; its expression is a direct contrast with the fast-paced culture of consumerism and it is the virtue least portrayed in movies! (Masicampo and Baumeister, 2007) Maybe that's why the one's like "Rudy", "Hoosiers" and "Remember the Titans" go down as some of the greats on the silver screen!

In an interview with Roy F. Baumeister (Social Psychology Area Director and Francis Eppes Eminent Scholar at Florida State University in Tallahassee, Florida and author of *Willpower: Rediscovering the Greatest Human Strength*) he states, "Self-control enables us to do what we think is right rather than what we want to . . . The seven deadly sins or vices are failures of self-control. Psychology has found the two traits that predict success in all walks of life are intelligence and self-control. Self-control is a key entry point to making people better and stronger and improving their chances to succeed in life." (www.viacharacter.org)



Baumeister goes on to say, regarding success in relationships and personal endeavors, "The history of relationships research was looked at using self-control as a factor and those who had a higher sum of self-control between the two, resulted in better relationships. The more self-control both people have, the better the relationship . . . one person is happier to the extent that the other has self-control in all kinds of relationships; friendship, dating or married." Baumeister commented on what contributes to success, "Discipline in an environment,



CHARACTER STRENGTHS

chapter on "SELF-REGULATION" in write: "*Self-Regulation* refers to how a as to pursue goals and live up to standards. These responses include thoughts, emotions, impulses, performances, and other behaviors. The standards include ideals, moral injunctions, norms, performance targets, and the expectations of other people. The term *self-control* is sometimes used as a synonym for self-regulation, but other writers use it more narrowly to refer specifically to controlling one's impulses so as to behave in a moral fashion. The term *self-discipline* is also related to self-regulation and usually is used in a somewhat narrower sense, such as to refer to making oneself do things that one does not want to do and resisting temptation. . . . Most acts of self-regulation involve stopping the self from having a response, such as when a dieter refrains from eating a tempting but fattening food. There are, however, some instances of self-regulation that entail initiating a response, such as when a sleepy many drags himself out of bed on a cold morning" (see page 500 in Peterson and Seligman book cited below).

Peterson, C., & Park, N. (2009). Classifying and measuring strengths of character. In S. J. Lopez & C. R. Snyder (Eds), *Oxford handbook of positive psychology*, 2nd edition (pp. 25-33. New York: Oxford University Press. www.viacharacter.org)

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. New York: Oxford University Press and Washington, DC: American Psychological Association. www.viacharacter.org

CLASSIFICATIONS and DEFINITIONS:

In their *Character Strengths and Virtues*, Peterson and Seligman person exerts control over his or her own responses so



TEMPERANCE

- FORGIVENESS:** Mercy; accepting others' shortcomings; giving people a second chance
- HUMILITY:** Modesty; letting one's accomplishments speak for themselves
- PRUDENCE:** Careful; cautious; not taking undue risks
- SELF-REGULATION:** Self-control; disciplined; managing impulses & emotions

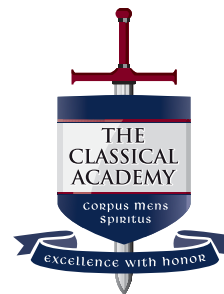
SELF-REGULATION by Nikki Upchurch (continued from previous page)

including an academic one, is something people can gain from and acquire then, the ability to have self-discipline, a key part of self-control which will help better them in their own endeavors wherever they go." Baumeister shared that self-regulation is fluctuating to a degree, "In our research we found that after people had exerted self-control in one task, their self-control showed some deficit and it looked like some energy had been used up. The whole point of our research is that you don't have the same will power every hour of every day." VIA Character Institute states this key concept: Self-regulation can be viewed as a resource that can be depleted and fatigued. A useful metaphor can be that self-regulation acts like a muscle, which can be exhausted through over-exertion or strengthened through regular practice. It is an acquired strength that comes with training and maturation.

"We are what we repeatedly do, excellence then is not an act, but a habit." — Aristotle

The first perception of self-regulation that entered my mind was the choice to engage one's will power to hit the gym, or to turn the "to do" list into "to done" while keeping emotions in check . . . or the lack thereof that sets New Year's resolutions faltering at this time of year. I realize self-regulation in and of itself is not the reward; but rather, what it affords us. "Self-discipline is a form of freedom. Freedom from laziness and lethargy, - discipline allows one to feel his individuality, his inner strength, his talent. He is master of, rather than a slave to, his thoughts and emotions." - H.A. Dorfman – *Coach*. Self-regulation is a strength that protects one from frequently becoming overwhelmed by emotions, impulses, and other drives. Self-regulation helps one to keep a sense of balance, order, and progress in life – VIA Character Institute.

As I continued to ponder my personal association with self-regulation, I wondered . . . Is there another primary character trait that often drives my desire for self-regulation? It may be **Gratitude**; there is so much for which to be grateful! For me personally, I am incredibly grateful that I am able to not only walk, but have fully recovered after a fractured 4th lumbar due to whacking my head with my tailbone in a gymnastics move gone awry as a college athlete, and . . . grateful to have my life back after a 10 year recovery from Lyme disease. Even though I have determined never to take my physical health for granted again after not being able to enjoy good health for long stints, I struggle with making the time to exercise, eat well, and get enough sleep. My desire to see a six pack reflecting back at me in the mirror is not my main motivation (that diminished when faced with the choice between getting laundry done or hitting extra sets of ab work. ☺) Now, I find myself without the luxury of teaching three Aerobics classes for the students a day in my school schedule and exerting self-regulation in time management to make time for this important exercise.



Is it the character trait of **Love** that motivates me to exert self-regulation? . . . Love of family and friends, or love of what I get to do professionally, or as a mom? Does the love for my child drive me to maintain my best level of health to lessen her chance of losing a parent like I did nearly 30 years ago when I said goodbye to my dad as a heart attack took him prematurely? Is it loving that I get to "do life" with such terrific people and I want to keep it up? Self-regulation carves out Transcendent moments in time to express love to one another. I value that greatly!

Could it be **Spirituality** that drives me to self-regulate; seeing my physical life as a gift to steward? As long as I walk this earth, my body is my physical form of function. Believing there is a purpose to my life bigger than me, I am privileged to walk life out in a desire to do so with excellence, as a returned gift.

Self-regulation of our thoughts can persuade perseverance or dash hopes. Self-control of our words has been likened to a small rudder on a large ship guiding it wherever the will of the pilot directs, as the choice is made to speak life or death over a situation (James 3:4). Self-regulation holds all in balance, applying wisdom versus folly. It acts as directive of the precious commodity of time and, as a result, where we will be in our future. If it is not the cornerstone of all the other character strengths and virtues, it certainly rivals as the mortar by which many other traits are bound. So many of you in our TCA Community are an inspiration in this area of self-regulation! I, too, wish to join the minority who cultivate self-regulation as a top virtue.

Baumeister, R. F., Gailliot, M., DeWall, C. N., & Oaten, M. (2006). Self-regulation and personality: How interventions increase regulatory success, and how depletion moderates the effects of traits on behavior. *Journal of Personality*, 74, 1773–1802.

Latina Non Mortua Est

by hannah carter

The grey light of the wintery day shone through the frosted window, casting long shadows along the floor of the classroom. Behind his tall desk, Duncan's professor sat, grading papers like he always did. Duncan looked at his teacher, marveling at the constant grim line of his teacher's mouth and seemingly ancient spectacles. Duncan scratched aimlessly on his paper. He did not like sitting in Professor Mackenzie's class room by himself during seventh period, but it was better than the alternative: trying to complete his homework in the study hall room, a room filled with chattering, noisy freshmen. And he had to admit, Professor Mackenzie was a good teacher, and often times answered his questions. And today he had one.

"Sir?" asked Duncan, raising his hand, while pushing his glasses up on his nose.

"Yes, Duncan?" Professor Mackenzie looked down at him through his spectacles, something that always seemed to unnerve Duncan.

"Sir, is Latin a dead language?" Duncan looked at his teacher with expectation, just waiting for an answer.

"Yes, Duncan, it is." Professor Mackenzie scratched on another paper. Most likely another red x. He was really good at giving those out to unfortunate students. Duncan tilted his head to the side, perplexed at that answer.

"But why, sir, if it is still spoken in the church?" Duncan was not Catholic, but it sounded like a sound argument, so he shrugged his shoulders. Professor Mackenzie took off his spectacles and laid them on his desk, the thing he did whenever Duncan started talking.

"In the Catholic church, yes, it is spoken, but Latin is still a dead language because the Ancient Romans spoke it, but where are the ancient Romans now?" Duncan tilted his head to the side and chewed on the end of his pencil, trying to figure out what his teacher was going to argue. He always liked to stay a few steps ahead of Professor Mackenzie, and this time was no exception.

"Sir, is Latin a dead language?"

"Well, sir, the ancient Romans are dead."

"And what language did the ancient Romans speak?" Duncan watched as his professor heaved a sigh, and could guess what his teacher was thinking. *Here we go again.*

"Latin."

"So, if the people who speak Latin are dead, what does that make the language?" Duncan fiddled with the notes in front of him, not wanting to answer for fear of losing the argument before it had even begun.

"Well, dead, sir, but if that is so, then why is Latin still used in the Roman Catholic Church?" Duncan leaned forward in his desk. He would not let this topic go. He could not let it go.

"Because they are following formalities and customs from hundreds, thousands of years ago." Professor Mackenzie looked on the verge of either falling asleep, or wanting to ring his neck. *Winter days do that to a man*, thought Duncan. *But who cares? Isn't this more important?*

"But then why are most English words derived from Latin?" Duncan scrunched his nose, trying to keep his glasses from falling down his face. They had a knack for doing that. He did not like the smile that was creeping across Professor Mackenzie's face.

"There, you said it Duncan. Derivation. English words are derived from Latin, as I am sure your classics teacher has told you, but no one speaks fluent Latin any longer. Therefore it is a dead language" Professor Mackenzie sat back in his chair, his arms crossed, looking like a triumphant gladiator. Duncan scrambled to find a comeback.

"But we still use terms like *et cetera*, *habeas corpus*, *Carpe Diem*, and many other things." Duncan would not let this topic rest. Not when he had a chance of winning this argument. And if he did win, boy would his classics teacher be proud of him.

"Yes," said Professor Mackenzie, smiling no longer. He looked like a thunder storm, ready to attack Duncan. Out of instinct, Duncan sat back in his chair. "We use phrases, but we do not speak Latin like we speak French, Spanish, German, English, or any other language. This proves that Latin is a dead

language." Duncan scowled. No, it did not prove Latin to be a dead language, and he was going to prove it.

"But sir--"

"No Duncan, let us take this from a different angle. Go to Rome. When in Rome do you speak Italian or Latin?" Professor Mackenzie shook his head, as though he was ashamed at Duncan's questioning. Duncan sat up straighter, a perfect answer perched on the edge of his lips.

"If I were in Rome sir, I would do as the Romans do and speak Italian." Duncan twirled his pencil in his hands, staring at his teacher, willing him to come up with a rebuttal.

"Right. Now--"

"Except in the Vatican." Duncan stated it with such force, Professor Mackenzie jerked back, and Duncan flashed a triumphant smile at his textbooks.

"Duncan, just because Latin is spoken by a select few people in a one-hundred acre area does not mean that Latin is a living language. Now, take French, for example. If you go to France, do you speak French or English?" Duncan could feel the challenge. He could imagine his teacher, if he could, would be shooting lasers from his eyes. *If there was ever a teacher who could be a superhero, it would probably be Professor Mackenzie*, thought Duncan.

"If I were in France, I would speak French, assuming I knew how to speak French. But based on what you just said, earlier about, 'If I were in Rome,' then would that make English a dead language?" Duncan could hear the professor's huff, and his scowl.

"Duncan, stop being petulant. It is simply a metaphor. English is not a dead language, but Latin is, and that is the end of this discussion." Professor Mackenzie reached for his coat, and Duncan raised his eyebrows, and pushed his glasses up on his nose again. *Him, petulant? And this was the end of this discussion?* He would not let this happen. There was still ten minutes left in seventh period.

"But sir, if no one uses Latin, then why are medical and scientific terms in Latin, and why do we learn Latin in school if it is a dead language?" Duncan stood up, almost eye to eye with his teacher. His pencil fell from his hand and rolling off the desk, clattered to the floor.

"Because, Duncan, Latin is the basis of classical education. Surely you learned that in your AP European History class. But Latin is just as dead as Plutarch, Caesar, and Cicero." They stared at each other, challenge and pride burning in their eyes.

"Sir, Plutarch, Cicero, and Caesar are dead, but were you not just the other day lecturing that their works were immortal? And if their writing is immortal, then wouldn't the language they wrote in be immortal as well? That proves that Latin is not a dead language." Duncan flashed a triumphant smile, and pushed his glasses further up on his nose. Could they not just stay where he wanted them to? Professor Mackenzie gave him a scathing glance.

"Duncan, your impertinence has gone far enough. This is the end of this conversation, and I do not want you to bring this up with me again."

"Yes, sir." Duncan tried to sound morose, but he smiled to himself. *Yes! He'd won, this time.* As Duncan set to gathering his things, he looked up and saw that Professor Mackenzie had re-seated himself at his desk, his head in his hands. For a moment, Duncan felt sorry. *I may have won the argument, but at what expense?*

Ring! Ring!

The bell signaling the end of the day gave off a shrill whistle and Duncan hurried out the door. As he left, he murmured, "*Latina non mortua est.*" *Latin is not dead.* "*Videbimus,*" came a quiet answer and Duncan looked back. Professor Mackenzie was smiling at him. "*Videbimus, We shall see, sir,*" said Duncan, raising his hand almost in a salute to Professor Mackenzie. As Duncan left school that day, he could not wait until seventh period tomorrow.

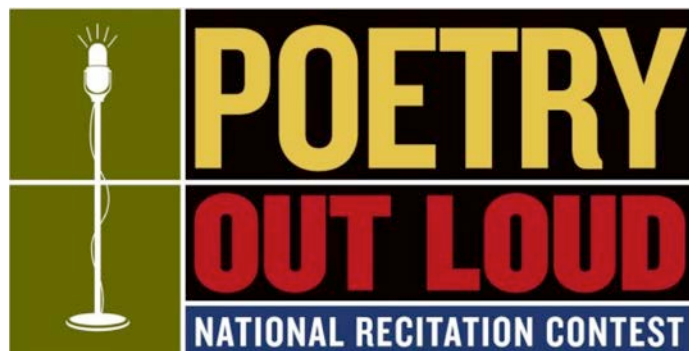
Hannah's short story reprinted here was written for TCA's *Literary Magazine* course. The story was submitted to *Teen Ink* magazine and **selected as the top entry from 25,360 stories.** It is being considered for publication in the print edition of the magazine. Congratulations Hannah – great job! Hannah is currently a junior at TCA's High School.



2014 TCA AP Exam Results



The Classical Academy High School once again did an excellent job on the 2014 annual AP exams. 174 students enrolled in at least one AP class. Those students took 298 total AP exams in 12 subject areas. Our students **scored a "3" or higher on 85% of the exams taken.** The national average of student tests scored at a "3" or higher is around 57% for all subject areas. A "3" equates to "qualified" – meaning the student has proven themselves capable of doing the work of an introductory level college course in the subject area tested (and many times this score equates to college credit). **31% of exams taken by TCA students were scored as "5" on the AP exam, equating to "extremely well qualified."** The national average for exams scored at the "5" level is just below 14%.



TCA Poetry Out Loud Contest

TCA traditional High School and College Pathways recently completed our annual Poetry Out Loud competitions. Cynthia Storrs at the High School and Natasha Westcott at College Pathways led the outstanding efforts by all involved – students, staff, and judges. A winner and first runner-up was chosen at each school (see below). The winners will participate in the state competition on March 3rd at the Lakewood Cultural Center. Thanks to all who participated.

Traditional High School

Nina Westcott (Senior) – winner
Shealy Salas (Junior) – 1st runner-up

College Pathways

Tavi Davis (Senior) – winner
Anna Cole (Junior) – 1st runner-up

Strengthening OUR Core



DONATE NOW



click logo to visit website

Strengthening Our Core Campaign

is a 3 year initiative totaling \$9.4 million. Our challenge is to raise \$2.4 million in addition to the \$7 million received from the sale of the Scarborough property and the bond restructuring. The additional funds will support our core programs and provide additional capital funds to improve our campuses. Specifically, we'll be able to stabilize our operational budget and expand the Central Campus, build a new North Elementary gym, and make many additional improvements to our North and East Campuses.



Initiative UPDATES



Initiative Launch December 5th!

Go to www.tcacore.org to find out more on the Strengthening OUR Core campaign



Mountaintops
inspire leaders
but valleys
mature them.

Winston Churchill

(1874-1965)



Upcoming DAS Meetings and Due Dates:

ALT Meetings (11:00 am-12:30 pm):

- Wed, Mar 11 ALT Meeting – Colorado Room
- Wed, Apr 1 ALT Meeting – Colorado Room
- Wed, Apr 15 ALT Meeting – Colorado Room
- Wed, May 6 ALT Meeting – Colorado Room
- Wed, May 27 ALT Meeting – Colorado Room

Due Dates and Upcoming Events:

- Thu/Fri, Feb 26-27 President & DAS to CLCS Conference
- Thu-Sat, Feb 26-28 HS One Acts (North Theater Room)
- Tue, Mar 3 High School Band Concert (North Gym)
- Fri, Mar 6 North Elementary Library Event

Sun, Mar 8 Daylight Saving Time Begins

- Mon, Mar 9 TCA Board Meeting (6:00-10:00 pm)
- Tue, Mar 10: DAS/North Principals/SSS Mtg (8:00-11:00 am)
- Thu, Mar 12 DAS/East Principals Mtg (9:00-11:00 am)
- Fri, Mar 13 High School Band Chili Cook-Off (North Gym)
- Sat, Mar 14 High School MORP Dance (North Gym)
- Mon, Mar 16 CCCI Meeting (8:30-9:30 am)
- Mon, Mar 16 Cabinet Meeting (10:30-12:00)
- Thu, Mar 19 Compliance/Accreditation Mtg (8:00-8:30 am)

Mon-Fri, Mar 22-27 Spring Break – No School

- Thu, Apr 2 Compliance/Accreditation Mtg (8:00-8:30 am)
- Mon, Apr 6 Cabinet Meeting (10:30-12:00)
- Tue, Apr 7 DAS/Central Principal Mtg (9:00-10:00 am)
- Thu, Apr 9 DAS/East Principals Mtg (9:00-11:00 am)
- Fri, Apr 10 High School Spring Choir Concert
- Tue, Apr 14 DAS/North Principals/SSS Mtg (8:00-11:00 am)
- Thu-Fri, Apr 16-17 Spring Play (Co Spgs Charter Academy)
- Sat, Apr 18 Junior-Senior Prom



Compliance and Accreditation Corner

Check here for updates on compliance and accreditation items as we move through the year:

SAC BUSINESS TO COMPLETE:

- quarterly meetings
- e-mail SAC minutes to Cheri throughout the year



ITEMS DUE IN FUTURE:

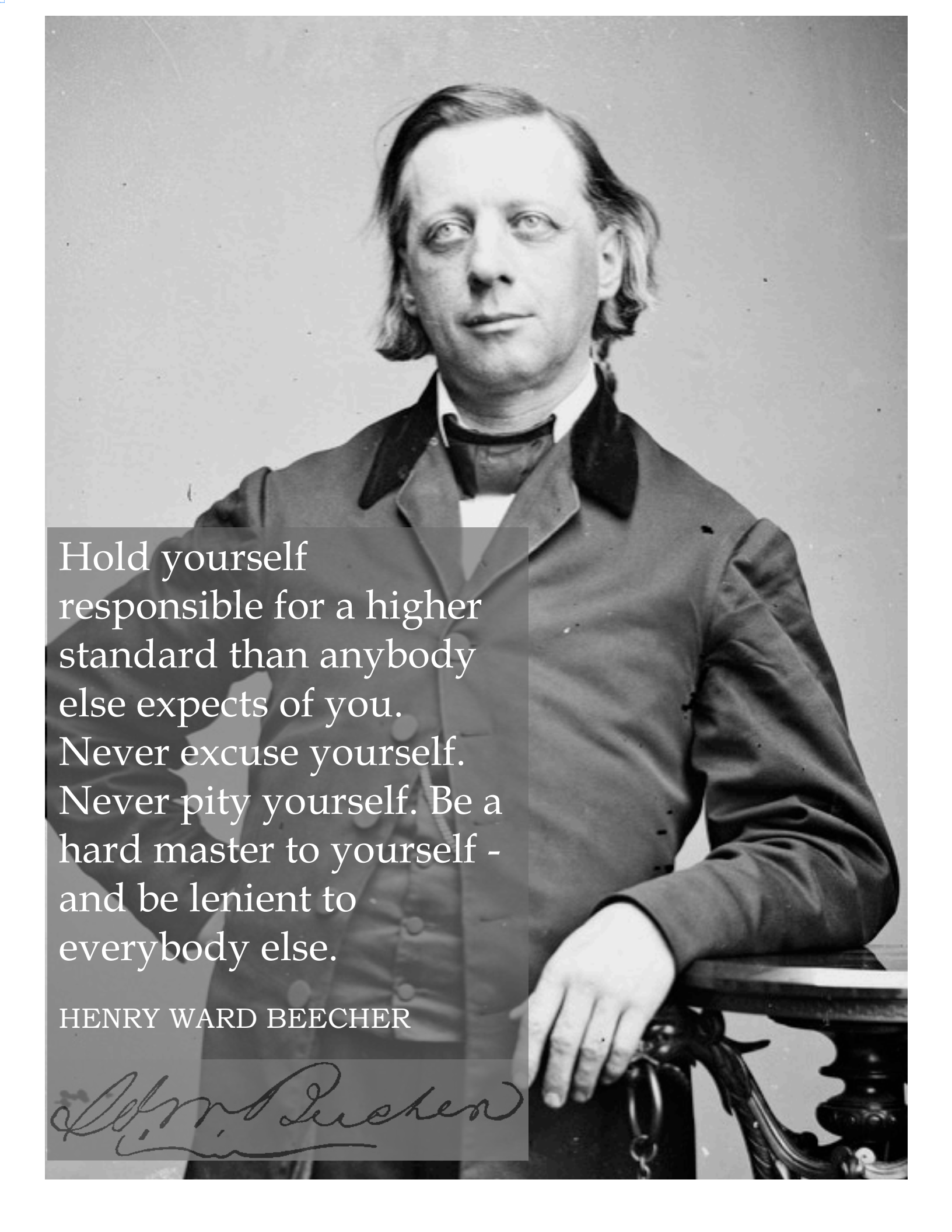
- **Absolutes Notebook Certification** - due in May 2015 (submitted by Cheri)
- **Update Site Plans** – principals submit to Cheri in May 2015
- **Student Contact Time Report** – due in May 2015, submitted by Cheri to D20

SCHOOL CALENDARS: the approved 2015-16 School calendars are now posted on the TCA website. The draft 2016-17 calendars are also included. Use links provided below to preview:

http://www.tcatitans.org/pages/The_Classical_Academy_Charter/Parents/2015-16_School_Calendars

http://www.tcatitans.org/pages/The_Classical_Academy_Charter/Parents/2016-17_Calendars

ANNUAL PARENT SURVEYS: The window for the annual parent surveys ends on Friday, February 27. If you have not completed the survey please do so before the window closes. Last year we had 1,616 surveys completed – so far this year we have had 1,043 completed so we are running at a pace behind last year's successful results. Thank you for participating.



Hold yourself
responsible for a higher
standard than anybody
else expects of you.
Never excuse yourself.
Never pity yourself. Be a
hard master to yourself -
and be lenient to
everybody else.

HENRY WARD BEECHER

Henry Ward Beecher