

# The Highlands JOURNAL

A QUARTERLY PUBLICATION OF HIGHLANDS LATIN SCHOOL

WINTER 2019 Vol. 3

## How Latin Develops the Mind

by Cheryl Lowe

MANY WHO ARE ATTRACTED to the idea of a classical education don't know exactly why, nor do they understand the necessity for Latin, or at least so much of it. A little bit of Latin is a good thing, they say, but every year? Spinach is a good thing, but every day?

In classical education, the primary focus of language study is a classical language, and the primary focus of history is the classical civilizations of Greece and Rome. There are two—and only two—classical languages, Latin and Greek. I will confine my comments to Latin.

Yes, Latin helps with SAT scores. It does make learning a modern vocabulary easier. True, Latin is abundant in the technical vocabularies of the soft and hard sciences and law. A student of Latin should also gain a firmer grasp on English vocabulary by recognizing that almost all the big words come from Latin. While these benefits are impressive, they are minor compared to the real value of Latin. There are more important objectives that Latin achieves better than any other subject: The first is mental development, and the second is an understanding of English grammar.

**Latin develops the intellectual powers of the mind as no other subject can. How does Latin do it? In the same way as math.**

Math is systematic, organized, orderly, logical, and cumulative. In a cumulative study, each skill builds upon the previous one, nothing can be forgotten, and everything must be remembered.

All knowledge and skills are interrelated. The student continues to build a tower of learning, block by block, until he has reached a very high level of skill and knowledge.

How does math develop the intellectual powers of the mind? Math forms the mind of the student to accuracy, logical thinking, and problem solving. It is formation, not information. Math truly educates, transforms, and changes the mind of the student through its order, logic, accuracy, and organization. **The true purpose of education and all of the subjects we study in school is to develop, shape, and transform the mind and character of the student. The nature of the subject transfers its character to the student's mind.**

Math is similar to language, and neither is truly a "subject." They are something much more basic and fundamental than a subject. Astronomy is a subject. The Civil War is a subject. Science, history, literature, government, and sociology are subjects. Subjects are by nature topical. Yes, there are basics to any subject, and, ideally, they are taught in as cumulative a way as



**"Latin and math, when taught to a mastery level, take perseverance, hard work, stamina, will, grit. They take a plan, a never-give-up attitude, wits, flexibility, and preparation." —Cheryl Lowe**

### IN THIS ISSUE...



#### MUSIC EDUCATION

Music is an essential element of a classical education...Pg. 3



#### FACULTY SPOTLIGHT

Mr. Kauffman's Three Rules for Language and Life...Pg. 4



#### BEYOND THE CLASSROOM

Highlands Service Club in Action in the community of Westfield... Pg. 6

*The Highlands Journal* is a quarterly publication for Highlands Latin School written by Audra Kauffman and designed by Jen Lach. Please contact Audra Kauffman at: [audrakauffman@yahoo.com](mailto:audrakauffman@yahoo.com) for submission ideas.

Continued on pg. 2

*How Latin Develops the Mind (continued)*

possible. If a student doesn't do well in world history one year, however, he can pick up and do fine the next year in American history. If he zones out during the cell structure, he can wake up and knock off an "A" in the classification system of plants. Math is hard because it builds so relentlessly year after year through every year of the child's education. Any skill not mastered one year will make work difficult the next year. It is unforgiving. It has to be overlearned.

**Math is important, but it is secondary to language skills.** In fact, math is dependent upon language skills. The math teacher teaches the concepts in words, and the mathematical symbols are used in place of words so they can be easily manipulated on paper. A truly educated person can be pretty lousy at math, because language skills are still the mark of the educated person—one who can speak and write with clarity and has power over his native language, English.

And what do we have on the language side of the curriculum that is comparable to and that balances the rigorous, challenging, cumulative, formative study of math? Without Latin, the answer is "Nothing."

Latin provides the missing component in modern education, the systematic language training comparable to and balancing the mathematics side of the curriculum. Almost everything I said about math, you could say about Latin, but not English, science, history, or French.

**Why not English grammar?** English is not a classical language; it does not have the structure or form, the logic or the rules. It would be like studying modern architecture or pop music, rather than classical architecture or classical music. English doesn't follow the rules. The Romans were disciplined, and their language marched in columns, row after row, like soldiers. English is lax and loose, bending and changing wherever it fits our fancy. We are an independent, liberty-loving people, and our language shows it. Languages reflect the culture of the people who speak them. The language influences the character of the people of a nation—and likewise the language is influenced by the people.

Furthermore, students have a very difficult time studying their own language. Students have grown up with their own language, and they take it for granted. They are amazingly reluctant to analyze it because they can already put it to practical use instinctively. Beyond that, English grammar is abstract, whereas Latin is concrete. In Latin, you know the direct object because it is in the accusative case. In English, you have to figure it out based on the context. By teaching a language that is very different from English, the student, for the first time, really starts to see how his own language works. His own language comes alive.

Modern languages are like English: They lack the structure, form, and logical order of classical languages. Classical languages—Latin and Greek—are so different from modern languages

that they seem strange to students. They open up a whole new world and give students the ability to think about language—a very difficult task since students use language naturally. The indirect method of instruction works best with languages, allowing the student to contrast and compare, to see the function of each part of speech and its role in our language. It's like putting on 3-D glasses so that you can see all the dimensions of your own language.

Latin develops and enlarges the mind to a far greater degree than math and brings the necessary balance to the curriculum.

**Latin, like math, gives the student the experience of studying one subject to a mastery level. This is what is missing in modern education, where we try to teach everything and we cover too many subjects superficially.**

There are few opportunities to use higher-order thinking skills when you are merely a novice. It is only when the student has studied a subject enough to have some depth that his mind can be stretched and challenged with higher-order thinking skills.

**Latin and math give students the invaluable experience of studying one systematic subject to a mastery level over a long period of time. This is a key to mental and character development and is the most valuable academic experience a child can have in school.**

Latin and math, when taught to a mastery level, take perseverance, hard work, stamina, will, grit. They take a plan, a never-give-up attitude, wits, flexibility, and preparation. The education process is like sports; the teacher is a coach who can take the student to the summit of his ability and prepare him for life. Latin takes the student to the top of Mt. Parnassus to survey the grassy plains below, where he frolicked as a child, and calls him to remember how little he knew years ago when he thought he knew everything. It says, "Now that you have done it once, you can overcome any future challenge you may meet."

**CHERYL LOWE**

Cheryl Lowe was the author of the popular Latin programs *Latina Christiana*, *Lingua Angelica*, and the *Form Series*. Cheryl graduated from the University of Louisville with a degree in chemistry and Western KY University with an MS in Biology. Cheryl and her son Brian founded Memoria Press in 1998 and in 2000, the highly successful Highlands Latin School where all of the Memoria Press products are taught and field tested. HLS Indy is a sister school to HLS and a model school demonstrating how the benefits of a Latin-centered education can be achieved for any student.

# Music Education at Highlands Latin School *by Audra Kauffman*



Music is an essential element of a classical education. It holds its place alongside Latin and mathematics as a subject that is multi-dimensional in its structure, yet music transcends languages that are communicated through mere words or facts. The highest value of music in the classical education is its ability to reach to the soul and stir a recognition of the true, and the beautiful.<sup>(1,2)</sup>

## GENERAL MUSIC CLASSES

Music is a part of the Highlands education from K–12th grade. Lower School students take general music education classes with Mrs. Abi Smith.\* Mrs. Smith explores fundamental concepts of music with her students through age-appropriate activities, singing, and playing instruments, as well as listening and discussing great works of music. Primary grades (K-2) learn about rhythm and practice Solfege sight-singing. Third through sixth graders continue to increase their conceptual and factual knowledge of music through a study of music theory and music history. At different ages, students enjoy chances to play Boomwhackers, recorders, handbells, and keyboards.

“One of my goals,” Mrs. Smith shared, “is to inspire in my students an appreciation of music. For example, in a European history course they will have an understanding of classical music and what it sounds like as they learn about various composers in their historical study. In addition to music appreciation, Mrs. Smith desires that her students feel better prepared and equipped for music study.

## CHOIR PROGRAM

All students at Highlands participate in choir- Camarata (K-2), Cantamus (3-6), and Chorale (7-12). The choirs are directed by Mrs. Amy Fata and accompanied by Mr. Patrick Fata\*\*. Mrs. Fata described her dream to help her students grow into well-rounded individuals. “The reality is we are a musical society. You can’t find a society void of music; it’s part of the fabric of our being,” Mrs. Fata explained.

Mrs. Fata also draws from the Bible’s emphasis on music. “Over and over in Scripture we’re commanded to sing to the Lord. Our Creator has made us in His own image and we are a musical people. We ought to be offering our voices in the most

excellent way we know how. At Highlands, we desire that our students strive to better their personal skills so that they may honor their Maker.”

At the Lower School level, Mrs. Fata works to help students improve their musical ear, while Upper School students work toward reading music. Mrs. Fata challenges all her choir students in three areas. She wants them to blend their voices as a body. Secondly, they work on their tonal quality and vocal technique: delivering their message to the audience through the lyrics. Finally, Mrs. Fata teaches the choirs to have outstanding stage presence, presenting themselves professionally in front of the public eye.

## BENEFITS OF MUSIC EDUCATION

“There is an academic benefit because of the structure of music,” Mr. Fata explained. “Students learn to organize the sounds that they hear, especially as they learn to read music: they organize information and they can translate it.”

“There is a lot of spatial reasoning because there are different layers happening at the same time: melodic lines that are horizontal, the harmony that is vertical; there are words that a musician must fit to the rhythm, and all that works together. If you have different parts of a choir, you have to hold on to your part while you listen to something else, so it’s several layers at the same time. Music involves the whole brain. Studies have shown that the whole brain responds when hearing music, especially classical music.”

In addition to the required music education at Highlands, students can opt to participate in the Handbell Choir, directed by Mrs. Smith, and the Strings Ensemble, directed by Mr. Fata. The Highlands community is extremely blessed to have such highly qualified, experienced, and passionate music faculty teaching and inspiring our students!

\*Mrs. Smith has a Bachelors degree from Butler University in Piano Performance.

\*\*Mrs. Fata earned a Bachelors of Music in Choral Music

Continued on pg. 4

*Music Education (continued)\*\**

Education from Huntington University and a Masters of Music in Vocal Performance from Butler University's Jordan School of Music. Mr. Fata earned a Bachelors of Music in Piano Performance from Huntington University and a Masters of Music in Piano Performance from Butler University. Mr. & Mrs. Fata performed their own compositions in churches around the world for a decade and have led worship in churches for 14 years.

**References**

- (1) <http://indylatinschool.org/curriculum/choir/>
- (2) <https://www.memoriapress.com/articles/studying-music-classical-way/>

## FACULTY SPOTLIGHT

**JUSTIN KAUFFMAN****Upper School Latin Teacher**

Mr. Justin Kauffman grew up in Indiana and earned a B.A. in Bible & Religion from Anderson University. After graduation, he completed two masters degrees at Gordon Conwell Theological Seminary: one in Biblical Languages and one in Old Testament. Mr. Kauffman then switched gears and enrolled in the Cabinet and Furniture Making program at the North Bennet Street School. Justin opened Kauffman Fine Furniture in 2007, and he continues to design and build fine furniture. Mr. Kauffman also continues to engage with his other passion- languages- at Highlands where he has taught Latin and Greek since 2013. Justin & Audra have three sons: Daniel (4th grade), James (2nd grade), and Joel (age 4).

# Mr. Kauffman's Three Simple Rules for Language and Life

— by: Mrs. Huston

As a Latin and Greek teacher at HLS, Justin Kauffman observes the developmental benefits of Latin first-hand in the classroom. In his role working with Upper School students who have spent four to five years in our program and mastered the Latin grammar, he sees their skills increase significantly each year. "The longer you study language there is an exponential increase in benefit," said Kauffman.

During the first few years of Latin study, an HLS student is memorizing forms, vocabulary, technical terms, grammar and syntax. These are important building blocks that must be in place to reach a point of higher order study and achieve the exponential benefits of Latin. "In eighth grade, students are just getting started," said Kauffman. "In ninth grade you are just beginning to see the fruit of your labor, and in 10th - 12th grade, students realize how much they have learned and can delight in translating original Latin and Greek into meaningful and dynamic English."

Students in Mr. Kauffman's high school translation courses learn how to think through multiple steps as they translate ancient authors like Cicero and Virgil. These students draw upon all their previous Latin study to analyze the work. "As students get older, hopefully they will intuitively use this system of analysis in application to life problems," said Kauffman.

In addition to the critical thinking skills inherent in long-term language study are character qualities like perseverance, responsibility and determination. "Students are expected to keep up with their learning and be responsible for their progress. They learn to own their own learning and manage themselves," said Kauffman. This is an important milestone in a child's education and a necessary transition toward becoming an adult.

"The success students experience in a translation course or mastering the grammar teaches students that you can learn anything if you are willing to work hard when something gets difficult," he said. This lesson applies both to language study and life. Mr. Kauffman's Latin and Greek students have come to know his three practical rules for language and for life that encourage both the academic and character training benefits of Latin study.

**Rule #1: Find the subject and the verb.**

When you encounter a challenge, go back to the basics. To begin problem solving, return to the beginning and look at the fundamentals. Think of Mr. Miyagi saying to Daniel, "Show me 'sand the floor!'"

**Rule #2: If it doesn't make sense in English, it is probably not right.**

It may seem obvious but common sense is not always common. Applying it daily in Latin can help students think in terms of this important general principal, "Does this make sense?"

**Rule #3: Stick to the text.** Don't add something because you think it improves the text, and don't leave something out just because you don't know what it means. In life, we should not add to a situation what is not already present. For example, we should not add to an argument that we are trying to make something that sounds smooth but is inaccurate or irrelevant. As another example, as our Lord instructed us, we should not add worry to tomorrow. Neither should we disregard facts or circumstances because we don't like them or because they are inconvenient.

At HLS, we believe wholeheartedly in the benefits of Latin as a tool for training hearts and minds. Mr. Kauffman considers it a joy and privilege to impart his love of language to students in his Latin and Greek classes. Keep up the good work, students!

FALL 2018

# News, Honors and Awards



## NATIONAL GEOGRAPHIC BEE

On January 22nd, eighteen 5th through 8th grade students competed in the 8th annual HLS school level National Geographic Bee. We are very proud of each and every student who participated and the great effort they put forth to be part of the Bee. A special congratulations goes to our top three finishers in the Bee!

- 1st – Eli Backus, 8th Grade  
 2nd – Ben Baskin, 6th Grade  
 3rd – Ian Schatzlein, 6th Grade



## FIELD TRIP TO THE INDIANA HISTORICAL MUSEUM

Thirty Lower School students had an educational visit to the Indiana Historical Museum recently. Guides led students to distinct areas of the museum to see, hear, and touch representations of Indiana's history. Students interacted with the innkeeper of a mid-17th century inn, discussing what visitors to the inn ate and how much a stay cost. In the History Lab, a preservationist explained the process of restoring damaged paper records, and guided students to repair a tear in a mock document. There was an Indianapolis Colts exhibit which showed memorabilia and records from the Colts' history, while also providing hands-on areas for visitors to test their own strength. Finally, students watched two videos covering aspects of Indiana's history, and then had a demonstration of the digital records. (*Digital resources are also available online at <https://destination-indiana.com>.*)



## SCRIPPS SPELLING BEE

On Thursday, February 13th, 27 students in 3rd through 8th grade students competed in our annual spelling bee. Liliana Fata won the last round with the word, "electrolysis" She will have the opportunity to represent the school at the Hamilton County Bee in March. Great job contestants!

- 1st – Liliana Fata, 6th Grade  
 2nd – Grace Haskin, 6th Grade  
 3rd – Reid Schatzlein, 4th Grade  
 3rd – Addy Shortenhaus, 4th Grade



**DID YOU KNOW?** There's a Highlands community group that participates in robotics? Bob Lach, an HLS parent, is in his third year running a VEX Robotics Club which consists of 10 HLS students. The group consisting of three junior high teams, all qualified to go to the VEX Robotics State Championship at Lucas Oil stadium on March 9th. This was the largest state robotics championship in the country this year. Team members are Lacey Brown, Colin, Duncan and Liam Blank, Jake Henry, Adam and Brandon Kruger, Theo Lach, Andrew Swack and Solomon Swan.

**WANT TO LEARN MORE?** Contact Bob Lach at [bob@thelachfamily.net](mailto:bob@thelachfamily.net) for information about joining or sponsoring the team.

# Beyond the Classroom

## Highlands Service Club in Action

The heart of the Highlands Service Club was born out of Mrs. Susan Wible's own parenting journey. Her sons and daughter each pursued the Congressional Medal, which requires hundreds of hours of community service. "My desire has always been that service would awaken students to be on the lookout for opportunities to serve others," Mrs. Wible explained.

Mrs. Wible saw a need and an opportunity a few years ago when her son, who was working at Bridgewater Healthcare Center, told her that some of the residents never have a visitor. She recognized that this was a gap that high school students could fill, and "Milkshake Mondays" was born: each month Mrs. Wible accompanied a few Highlands students to Bridgewater where they prepared and served milkshakes to the residents. Students have also passed out Easter candy to residents at Bridgewater's Easter Egg Hunt, as well as Christmas caroled at the Center.

The Service Club has been able to step into a need of the Hamilton County Harvest Food Bank over the last three years: for every \$1 donated to the Food Bank, Meijer matches 50 cents (or more) in the form of a gift card. The Food Bank then needs volunteers to use these gift cards to stock up on food items that run low in their supplies. The Club also worked on collecting 42 shoeboxes for Operation Christmas Child. These are fun opportunities for students to serve others in the community.

In October, the Service Club organized a group of Highlands students and parents to run in the "Get Your Rear in Gear" 5K race (organized by the Colon Cancer Coalition) in honor of Erin McNamara, a Highlands mom who is currently battling colon cancer. Over 40 people from the Highlands community participated, including Mrs. McNamara.

Mrs. Wible has been impressed with the selfless attitude of the students who make up the Service Club. "It has been a pleasure to see the students enjoy serving others and have fun at the same time," Mrs. Wible shared. "They have never come back from an event saying they didn't enjoy it or it wasn't good for them. I hope they learn that serving others is as much for them as it is for the people they are serving, and that it becomes a lifelong interest." Mrs. Wible also noted that Service Club is a great chance for students to develop their leadership skills. "Maddie Wiley is our president this year," Mrs. Wible noted, "and she is doing a great job."

This spring the Service Club will host the second annual Highlands Latin School Day of Service. After a well attended and highly successful Day of Service last year, the Service Club hopes to make this year's event even more successful. They plan to expand the scope of the projects to be completed, and Service Club

members will invite businesses to sponsor the event in order to raise money for the new Highlands building. Groups of students and parents will once again work on projects identified by the City of Westfield Parks Department.



ABOVE: HLS students participated in a 5K run for colon cancer.



ABOVE: On April 29th, HLS will be serving the community of Westfield through a day of service. The Westfield Parks Department has identified various projects to do that will beautify and enhance the community. Local businesses have been invited to partner with the school through various sponsorship levels.

## HLS BASKETBALL CLUB



### BASKETBALL CLUB

The HLS Basketball Club played its second season this winter with 18 students participating, grades 6-10. Mr. Matt Meeks coached the boys' team and Dr. Scott Riddell coached the girls' team. Both teams practiced on Thursdays after school, and each team had one scrimmage day. The Basketball Club was coordinated by Mrs. Sarah Daugherty. The three house basketball games were action packed and fun to attend. Students were encouraged to stay after school on game days and cheer on their favorite house. There was a snack bar set up for each game for students to purchase drinks and food as they rooted for their friends on the court. The season concluded with the annual Student vs Faculty game on Friday, March 1st.

## HLS DEBATE TEAM AND CLUB

Students in the Upper School at Highlands have the opportunity to supplement their coursework by participating in Debate Club (grades 7-8) or the Debate Team (grades 9-12). The Highlands curriculum prepares students well for the critical thinking and communication skills essential for success in debate.

Mrs. Laurie Hibbitt is the sponsor of the Debate Club and the Debate Team. She also teaches logic and rhetoric classes at the Upper School. "I believe our entire curriculum prepares our students for the intricacies of formal debate," Mrs. Hibbitt shared. "Latin and Greek develop critical thinking, logic teaches valid reasoning, history explains past actions and philosophical positions, composition and rhetoric refine argumentation, word choice, and rhetorical devices, literature emphasizes values and morals, and government and economics impart an understanding of citizenship and financial issues. Debate gives our students a means to immediately apply their learning in a fun competitive environment."

This year the Highlands Latin School Debate Team had 16 competitors, including 5- two-person Public Forum Teams and 6 individual Lincoln-Douglas Debaters. The team attended seven regular tournaments plus the Indiana State Tournament. At the State Tournament, Isabella Concannon and Audrey Lach advanced to the octa-final round in the Public Forum competition, while Henry Mauser advanced to the octa-final round in the Lincoln-Douglas competition. Additionally, each of the 16 debaters were inducted into the National Speech & Debate Honor Society!

Mrs. Hibbitt explained some of the benefits to those who participate in debate. "Students are more confident in their public speaking, they are more informed on current events and issues of our day, and they come to understand that controversial issues have two-sides. Overall, they are less likely to accept unsupported emotional arguments and they learn to seek relevant evidence based positions."

The Highlands Debate Club (grades 7-8) provides a foundation for competitive debate in the Lincoln-Douglas format. For more information about Debate Club or the Debate Team, please contact Mrs. Hibbitt at [lhobbitt@indylatinschool.org](mailto:lhobbitt@indylatinschool.org).





HIGHLANDS  
LATIN SCHOOL

P.O. Box 4462  
Carmel, Indiana 46082



HIGHLANDS  
LATIN SCHOOL

Classical. Christian. Traditional.

---

[IndyLatinSchool.org](http://IndyLatinSchool.org)

