



A CLASSICAL CHRISTIAN ACADEMY

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High School Code: 481266  
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## 2018-2019 High School Profile

### THE OAKS VISION STATEMENT

We aim to graduate young men and women who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of the Scriptures; and who do so with eagerness in joyful submission to God. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding. And all these we desire them to possess with humility and gratitude to Christ.

### THE COMMUNITY

Spokane, Washington has a population of 210,000 in the city (serving nearly 500,000 residents in Spokane County). Gonzaga University, Whitworth University, Spokane Falls and Spokane Community Colleges are all located in Spokane; as well as Riverpoint, a limited extension campus for University of Washington, Washington State University and Eastern Washington University. Spokane also provides most of the professional medical services for the Inland Northwest. Students come to The Oaks from throughout Spokane County as well as Post Falls and Coeur d'Alene, Idaho. The median family income of Spokane is \$50,079. The region's top employers are Fairchild Air Force Base and Sacred Heart Medical Center.

### THE HIGH SCHOOL

The Oaks is a private, Christian, co-educational traditional day school for Grades K through 12 founded in 1996.  
Total Enrollment: 332 (176 elementary/156 secondary)  
Average High School Class Size: 26  
Number of Families: 186  
Number of Churches Represented: 61, various denominations  
Calendar: The school calendar is divided into two eighteen week semester grading periods  
On Time Graduation: 100%  
Class of 2019: 24 students

### HIGH SCHOOL ACADEMIC DAY

The school day is from 8:00 a.m. to 2:45 p.m. and includes eight class periods of 45 minutes. All classes meet Monday through Friday with the exception of electives which meet less than five days per week.

### ACCREDITATION

The Oaks is accredited by the Association of Classical Christian Schools and meets all requirements and standards established by the association.

### THE FACULTY

With a full- and part-time classroom teaching staff of 18, the high school is staffed at approximately 1:7. Nine staff have Masters Degrees. Twelve of our secondary staff have been here for five years or more.

### DIRECTOR OF COLLEGE COUNSELING

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### SCHOOL AFFILIATIONS

The Oaks is a member of The College Board, National Association for College Admission Counseling (NACAC), Pacific Northwest Association for College Admission Counseling (PNACAC), and The Association of Classical Christian Schools (ACCS).

### GRADING PROCEDURES

The academic year is divided into two semesters of two quarters each. Mid-semester grades are given at the end of the first and third quarters, and semester grades are assigned at the end of the second and fourth quarters. Semester grades become part of the student's permanent record and determine a cumulative grade point average.

### THE OAKS CULTURE

The Oaks has a distinct culture as evidenced by these values:

- A permeating belief communicated by teachers, families, and staff that hard work is laudable and profitable.
- An aspiration to create leaders and mentors for our school, community, and world.
- An expectation that students contribute to the aesthetics of the school by assisting with daily, rotating chores.
- A strong encouragement by teachers that upperclassmen mentor younger students and demonstrate servant leadership.
- A genuine and enthusiastic love of learning that embraces the rigor and scope of our curriculum.
- A concern for others reflected in the classroom, on the playground, and throughout the halls of the school.
- A high premium placed on protocol, etiquette, and manners. Students wear uniforms and stand when addressing a teacher or fellow classmate in the classroom.
- An emphasis on personal responsibility and accountability and a priority on cultivating gratitude among students and staff.
- An intentional focus on offering tuition assistance to lower income school families.
- An atmosphere of lively discussion and debate among students outside of the classroom.

## GPA CALCULATIONS

All classes are graded on a 4.0 scale, unweighted, and calculated in grade point averages. The grading structure is as follows:

A = 4.0 B = 3.0 C = 2.0 F = 0.0 P = Pass

The school's passing mark is a 70%. We do not report pluses or minuses on our transcripts. Our classes are not taken on a block schedule.

## RANK POLICY

Class rank is unweighted and calculated at the end of the seventh semester and at the end of the eighth semester. Due to small class sizes, only the rankings for the first and second ranked students are reported on the student transcript.

## CURRICULUM FEATURES

**Classical Trivium Pedagogy:** The Oaks uses the classical teaching model of the Trivium, which incorporates three natural stages of learning: "Grammar," "Dialectic," and "Rhetoric." Incorporating this pedagogy, our curriculum strongly emphasizes mathematics, history, science, and languages. Classes are small so that teachers can engage the students in seminar-style discussions using the Socratic Method of probing and guided questioning to challenge students to formulate a position and defend it. Our teachers require students to read and derive conclusions from mainly primary sources (see Appendix). Our teachers do not "teach to a test," but rather "teach to the grain" of the student. The "Grammar," "Dialectic," and "Rhetoric" stages are emphasized in all subjects.

The "Grammar" stage provides students with the necessary tools and facts for learning a subject. In English, a singular noun does not take a plural verb. In Logic, A does not equal ~A. In history, time is linear, not cyclic. Each subject has its own grammar, which enables the student to learn the subject comprehensively, while understanding the inter-relatedness of all subjects.

The "Dialectic" stage takes the mastered information a student has acquired and brings it into ordered relationships. The Oaks teaches formal logic, logical fallacies, and reasoning skills through tools like the Socratic Method and Aristotelian logic. What is the relationship between the Reformation and the colonization of America? Or between gravity and elliptical orbits? As students move through this stage of the Trivium they are learning the science of accurate thinking.

The culminating stage is "Rhetoric." Spanning all subjects, students learn to articulate their ideas using concise verbal and written communication, and to relate those ideas to an audience with clarity and persuasion. Students are inspired to investigate, contemplate, debate, and persuade with the ultimate goal that knowledge leads to understanding and wisdom, and that students become life-long learners.

**Christian Worldview:** All knowledge must have a core from which it is derived, analyzed and expressed. At The Oaks, every subject is taught from a biblical worldview and is integrated to show the unity of all knowledge. This is not intended to be a narrow view of education excluding alternative perspectives, but rather a broad view; integrating all subjects through a Christian worldview. Our aim at The Oaks is to return a distinctly Christian way of thinking to our culture.

A Christian curriculum must include study in Christ's lordship, and the study must not be restricted to a theology course. As Lord, His dominion is to be studied in mathematics and logic, the sciences, and the arts.

**Honors Level Courses:** We offer the following honors-level courses: Calculus I, Calculus II, Physics, Rhetoric I, Rhetoric II, and Christian Literature. AP and IB classes are not offered, though advanced students are encouraged to take AP Exams and SAT Subject Tests.

**Logic:** One year of formal logic in middle school is a pre-requisite for entrance into our high school. A second year of formal logic is required during the student's freshman year. God has created us with the ability to distinguish between correct and incorrect reasoning. Logic studies the laws by which we do this.

**Rhetoric I and II:** Rhetoric, in a biblical context, recognizes that speaking clearly and effectively flows from the foundation of thinking clearly and effectively. The Rhetoric course work flows naturally from the Logic studies that the students receive. Two years of formal Rhetoric are required during a student's junior and senior years, using Aristotle's *On Rhetoric* as a primary textbook. Teachers foster active classroom discussions by engaging students in Socratic-style teaching. Students are expected to clearly articulate their opinions and perspectives on various topics. In addition to presenting several twenty-minute speeches throughout the year, Rhetoric students are required to complete two thesis projects where they must research and write about a controversial topic of their choosing, and then present and defend their position before a panel of adult experts in that particular field of study. Students are evaluated according to ethos (their personal character), pathos (their appeal to the audience), and logos (the quality of their knowledge and its written and verbal expression).

**Writing Program:** Students are immersed in our Progymnasmata writing curriculum from grades 3 through 12. The program includes study in fable, narration, myth, legend, tall tale, fairy tale, folk tale, anecdote, chreia, maxim, refutation, confirmation, common topic, encomium, invective, comparison, characterization, description, thesis, defense or attack of a law. As Christians, our students are people of the Word, people of "words". Our students study to understand words and use them well as they learn the skills of finely crafted sentences.

**Senior Independent Study Project:** Students have the option to pursue a topic of interest for their senior independent study project. Each student works under a mentor's supervision to research, write, and present the topic to interested peers, faculty, and professionals in the community. In preparation for this endeavor, students draw upon *Rhetorica Ad Herennium's* six parts of discourse. Sample Senior Independent Study Projects:

- A student interested in ceramic engineering designed and constructed a kiln and then used it to create ceramic industrial products.
- A student studied viticulture and enology and then applied his knowledge to wine-making.
- A classical pianist student composed a prelude and fugue styled after a portion of the *Magnificat* by J.S. Bach. He then directed the entire secondary choir in a performance of his piece for the school's Spring Program and graduation.

**Latin:** Students ascending through our elementary and secondary grades have an eight-year foundation in Latin (from grades 3 through 10) with the goal that they are able to translate primary source materials. Some of our students are conversant in Latin.

**Theology:** Scripture provides us with everything we need to know about God. Theology organizes it. Students who know their theology have a better grasp of the Bible. Theology has been called "The Queen of the Sciences" and was once the ultimate subject at universities. Our students have received training in Bible Context, Hermeneutics, Basic Doctrine, Ethics, and Apologetics.

**Civil War Re-enactment:** This annual event (which provides historical context and a unique grasp of military strategy), is played out across rolling hills where Secondary students divide into Confederate and Union forces, assume military rankings and uniforms based on their year, and re-enact a historical battle.

**Grand Tour of Europe:** During the summer prior to senior year, the senior class (along with several faculty and interested parents) embark on a two-week study tour of Italy and Greece as a culmination of their secondary education. Particular attention is given to history, literature, and Christian thought.

**High School Protocol:** Each year, our students receive a week of training in etiquette, finishing with an evening event that includes a formal dinner to showcase their protocol skills, and a cultural event (such as a Broadway show or symphony) at our city's performing arts center.

**History Emphasis Week:** This immersion program enables the staff to extend invitations to individuals in the region who can share with our students their insights into significant periods of history. Students have the opportunity to engage in hands-on activities during the week, whether building catapults, launching rockets, or learning archery, calligraphy... whatever would be appropriate for the time period studied. Week-long topics have included in-depth studies of Lewis and Clark, World War II, and the history and influence of Islam. The annual event concludes with a student/parent formal Spring Ball.

## GRADUATION REQUIREMENTS

Bible, 6 credits                      Math, 6 credits  
History, 6 credits                      Science, 6 credits  
English/Rhetoric, 8 credits              Choir, 4 credits  
Foreign Language, 3 credits              Senior Electives, 7 credits

Total required credits for graduation is 46.

Students receive one credit for each course that meets five days each week during a semester. Students receive one-half credit for each course that meets two or three days each week during the semester.

All students are required to take the SAT1 before graduation. Students may take the ACT in addition to the SAT1.

No community service hours are required for graduation as school policy recognizes these activities fall under the jurisdiction of the student's family and church.

## COURSES

## CLUBS AND ACTIVITIES

Due to limited facilities and a small student body, The Oaks does not offer standard club and activity fare, such as student government, letters in sports, and elected team captain positions. Our sports programs include boys soccer and basketball, and girls volleyball and basketball. We offer competitive Math and Debate teams, Drama, Choir, String Ensemble, and Band, as well as several annual traditions previously noted (Protocol, Spring Ball, History Emphasis Week, Civil War Re-enactment, and our Grand Tour of Europe).

## COLLEGE ACCEPTANCES AND MATRICULATIONS

<p>Apollo College Arizona State University Azusa Pacific University Bangor University, Wales Baldwin Wallace University Baptist College of Health Sciences Baylor University Baylor University, Honors Belmont University Bethany College Bethlehem College &amp; Seminary Berklee College of Music Bethel College Biola University, Torrey Honors Boise State University Cal Poly San Luis Obispo California Baptist University California State University East Bay Calvin College Carleton College Carroll College Cedarville University Claremont McKenna College Colorado Christian University Colorado Mountain College Colorado School of Mines Colorado State University Concordia College Cornish College of the Arts Corban University Creighton University Dartmouth College Davidson College Dordt College Delft University (Netherlands) Drexel University Duke University Eastern Washington University Elon University Embry-Riddle Aeronautical University George Fox University George Mason University Gordon College Gonzaga University Grand Canyon University Grove City College Harvard College Hillsdale College Houghton College Iowa State University Johnson &amp; Wales University LeTourneau University Lewis and Clark College</p>	<p>Liberty University Lipscomb University Loyola Marymount University Master's College Minneapolis College of Art &amp; Design Montana State University Montana Technical University Moody Bible Institute New St. Andrews College North Idaho College Northern Arizona University Northwest Nazarene University Northwest University Northwestern University, McCormick School of Engineering Northwestern University, Medill School of Journalism Oklahoma City University Oregon State University Otterbein University Pacific Lutheran University Penn State University Pepperdine University Point Loma Nazarene University Portland State University Reformation Bible College Rhodes College Rider University Rose-Hulman Engineering College Saint Louis University Samford University San Diego Christian College Santa Clara University Savannah College of Art &amp; Design Seattle Pacific University Spokane Falls Community College Stanford University St. John's University Taylor University Texas A&amp;M University Texas Christian University The King's College Tulane University, Honors Union College United States Air Force Academy United States Coast Guard Academy United States Military Academy United States Naval Academy University of Alaska Fairbanks University of Arizona, Honors University of Denver University of Idaho University of Montana University of Montana Western</p>	<p>University of New Haven University of Oklahoma University of Oregon, Clark Honors University of Pennsylvania University of Portland University of Southern California University of So. California, Annenberg School for Communication University of St Andrews (Scotland) University of Texas Dallas University of Washington University of Washington Bothell Vanderbilt University Vanguard University Washington State University Washington State Univ., Honors Washington Univ. in St. Louis Western Washington University Westminster College Westmont College Wheaton College Whitman College Whitworth University Willamette University</p>
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\*Institutions in **bold** are those where students enrolled.

	English	Bible	Math*	History*	Languages/ Other	Science	Sample Electives not all offered every semester
<b>Freshman</b>	American Literature	Bible Context	Geometry or Algebra II	Intro to Philosophy Debate/Critical Thinking (Logic II)	Latin VII	Basic Science	Choir Debate Fine Arts Geography Grand Tour Greek Inklings Science Fair Teacher Aide
<b>Sophomore</b>	Classical Literature	Bible Interpretation Bible Doctrine I	Algebra II or Trigonometry	20th Century History	Latin VIII	Chemistry	
<b>Junior</b>	British Literature	Bible Doctrine II Ethics/Current Events	Trigonometry or Calculus I	Civics Economics	Rhetoric I	Biology	
<b>Senior</b>	Christian Literature	Apologetics	Calculus I, Calculus II, or Statistics	History of Political Philosophy	Rhetoric II Senior Thesis Independent Study	Physics	

\*Students take Algebra I, Geometry and U.S. History in 8th Grade—see notes section on student transcripts.

## THE OAKS TEST SCORE INFORMATION

### PSAT/NMSQT

# Tested	Class	Mean Scores
3/3	2003	Verbal—71.0; Math—65.0; Writing—74.0
3/5	2004	Verbal—59.3; Math—58.7; Writing—53.0
4/4	2005	Verbal—57.8; Math—56.8; Writing—65.4
13/13	2006	Critical Reading—62.1; Math—58.0; Writing—67.3
7/7	2007	Critical Reading—58.7; Math—55.6; Writing—59.3
11/11	2008	Critical Reading—60.2; Math—58.2; Writing—56.9
17/17	2009	Critical Reading—62.8; Math—57.1; Writing—63.2
18/18	2010	Critical Reading—59.8; Math—60.1; Writing—59.0
20/20	2011	Critical Reading—61.1; Math—58.9; Writing—60.0
14/14	2012	Critical Reading—58.6; Math—60.4; Writing—59.7
18/18	2013	Critical Reading—60.5; Math—57.4; Writing—60.7
15/15	2014	Critical Reading—60.7; Math—64.5; Writing—64.0
22/22	2015	Critical Reading—60.8; Math—59.5; Writing—63.1
18/18	2016	Critical Reading—58.83; Math—57.72; Writing—58.72
9/9	2017	Reading/Writing—610; Math—580
19/20	2018	Reading/Writing—607; Math—572

### SAT I

# Tested	Class	Mean Scores
3/3	2003	Verbal—723 Math—710
4/5	2004	Verbal—653 Math—650
4/4	2005	Verbal—660 Math—647
13/13	2006	Cr. Read—671 Math—623 Writing—648
7/7	2007	Cr. Read—630 Math—568 Writing—603
11/11	2008	Cr. Read—613 Math—576 Writing—591
17/17	2009	Cr. Read—656 Math—610 Writing—646
18/18	2010	Cr. Read—631 Math—635 Writing—602
19/20	2011	Cr. Read—615 Math—638 Writing—600
14/14	2012	Cr. Read—643 Math—609 Writing—620
18/18	2013	Cr. Read—611 Math—631 Writing—634
14/14	2014	Cr. Read—637 Math—598 Writing—628
22/22	2015	Cr. Read—610 Math—629 Writing—615
19/19	2016	Cr. Read—627 Math—592 Writing—607
9/9	2017	Reading/Writing—652 Math—617
20/20	2018	Reading/Writing—634 Math—602

### ACT

# Tested	Class	Mean Composite	# Tested	Class	Mean Composite
1/3	2003	33	9/20	2011	27
2/5	2004	25	5/20	2012	28
2/4	2005	29	4/18	2013	29
3/13	2006	31	5/14	2014	29
2/7	2007	25	6/22	2015	28
7/11	2008	27	5/19	2016	28
10/17	2009	28	2/9	2017	24
7/18	2010	27	7/20	2018	26

### SAT SUBJECT TEST SCORES—Class of 2006-2018

<b>Biology</b>		700/710/740	2010	<b>Math 2</b>	
670	2008	710/750	2011	800	2006
600	2010	750/770	2012	620	2007
720/740/610	2012	770	2013	800	2009
610	2013	670/750	2014	690/790	2010
510/650	2014	750	2015	600/730	2011
700	2015	750	2016	660/630	2012
550	2016	710	2017	660/640	2013
<b>Chemistry</b>		<b>Math 1</b>		720/610	2015
750	2009	780	2006	700/590	2016
720	2012	700	2007	730	2017
<b>French</b>		710/730	2010	<b>Physics</b>	
670	2006	670	2011	690	2006
<b>German</b>		750/720/710	2012	680	2010
600	2006	740/720	2013	<b>Wrld Hist</b>	
<b>Literature</b>		570/700	2014	720	2008
740	2007	700	2015	<b>US Hist.</b>	
620/680	2008	630/580	2016	700	2011
730	2009				

## NATIONAL MERIT SCHOLARS

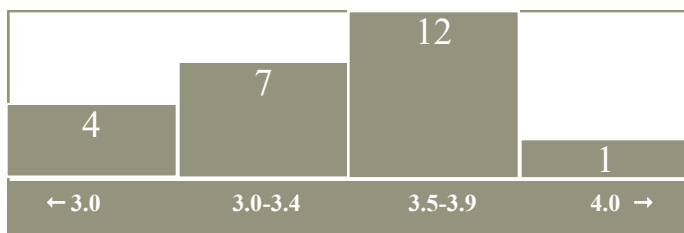
	# Tested	Scholars	Commended Scholars
Class of 2003	3	1	2
Class of 2004	5	0	0
Class of 2005	4	0	1
Class of 2006	13	1	5
Class of 2007	7	0	1
Class of 2008	11	0	0
Class of 2009	17	1	4
Class of 2010	18	1	3
Class of 2011	20	1	1
Class of 2012	14	2	1
Class of 2013	18	1	0
Class of 2014	14	0	4
Class of 2015	22	1	4
Class of 2016	18	0	1
Class of 2017	10	0	1
Class of 2018	20	0	0

## PRESIDENTIAL SCHOLARS

# Nominees
Class of 2009
1

## THE OAKS CLASS OF 2019 GPA DISTRIBUTION

(based on six semester cumulative gpa)



## COLLEGE PLACEMENT

97% of our graduates have continued their education, 98% at a 4-year institution and 2% at a 2-year community college. Nearly 81% of these students went out-of-state. Our 214 graduates have attended 75 different colleges and universities.

The cumulative average SAT scores by The Oaks' seniors rank among some of the top high schools in the state.

40% of Oaks' graduates have gone into engineering, science, and medical fields.

## TUITION AND FEES

The annual tuition and fees for The Oaks high school student is \$7,800.

## ACADEMIC SCHOLARSHIPS AWARDED

# Students Awarded	Class	Total Amount Received
2	2003	\$ 43,300
3	2004	\$ 104,900
2	2005	\$ 52,000
8	2006	\$ 683,884
4	2007	\$ 130,920
8	2008	\$ 683,006
16	2009	\$ 819,000
18	2010	\$1,801,870
20	2011	\$2,535,810
14	2012	\$1,550,370
15	2013	\$1,518,225
14	2014	\$2,591,544
22	2015	\$3,105,630
19	2016	\$2,170,010
9	2017	\$1,664,680
16	2018	\$3,600,660
<b>Total To Date</b>		<b>\$23,047,309</b>



# APPENDIX

## THE OAKS SECONDARY PROGRAM LITERATURE AND PRIMARY SOURCES LISTING

2008-2019

*The Fellowship of the Ring*, J.R.R. Tolkien  
*The Black Arrow*, Robert Louis Stevenson  
*Don Quixote*, Miguel De Cervantes  
*Julius Caesar*, William Shakespeare  
*Sir Gawain and the Green Knight*, Wakefield Master  
*The Strange Case of Dr. Jekyll and Mr. Hyde and Other Tales*,  
 Robert Louis Stevenson  
*The Cat of Bubastes*, G.A. Henty  
*A Tale of Two Cities*, Charles Dickens  
*Fahrenheit 451*, Ray Bradbury  
*The Chosen*, Chaim Potok  
*Macbeth*, William Shakespeare  
*Frankenstein*, Mary Shelley  
*Silas Marner*, George Elliot  
*The Count of Monte Cristo*, Alexandre Dumas  
*The Code of the Woosters*, P.G. Wodehouse  
*Great Expectations*, Charles Dickens  
*The Screwtape Letters*, C.S. Lewis  
*Cyrano de Bergerac*, Edmund Rostand  
*The Red Badge of Courage*, Stephen Crane  
*The Scarlet Letter*, Nathaniel Hawthorne  
*The Caine Mutiny*, Herman Wouk  
*To Kill a Mockingbird*, Harper Lee  
*Moby Dick*, Herman Melville  
*Huckleberry Finn*, Mark Twain  
*The Bridge of San Luis Rey*, Thornton Wilder  
*Up From Slavery*, Booker T. Washington  
*The Old Man and the Sea*, Ernest Hemingway  
*Plato: Five Dialogues*, trans. G.M.A. Grube  
*Bulfinch's Mythology*, Thomas Bulfinch  
*The Iliad*, Homer  
*The Odyssey*, Homer  
*On Rhetoric*, Aristotle  
*On Poetics*, Aristotle  
*The Book of Judges*, Unknown  
*Greek Tragedies*, David Grene  
*The Oresteia: Agamemmon; The Libation Bearers; The  
 Eumenides*, Aeschylus, trans. Robert Fagles  
*The Aeneid*, Virgil  
*Metamorphoses*, Ovid  
*The Three Theban Plays: Antigone; Oedipus the King; Oedipus  
 at Colonus*, Sophocles, trans. Robert Fagles  
*Canterbury Tales*, Chaucer  
*Hamlet*, William Shakespeare  
*Henry V*, William Shakespeare  
*The Scottish Chiefs*, Jane Porter  
*That Hideous Strength*, C.S. Lewis  
*Jeeves in the Morning*, P.G. Wodehouse  
*Piers Plowman*, William Langland  
*Idylls of the King*, Alfred Lord Tennyson  
*Robinson Crusoe*, Daniel Defoe  
*Jane Eyre*, Charlotte Bronte  
*Paradise Lost*, John Milton  
*Pride and Prejudice*, Jane Austen  
*Beowulf*, Unknown  
*The Nine Tailors*, Dorothy Sayers  
*Heart of Darkness*, Joseph Conrad  
*Pilgrim's Progress*, John Bunyan  
*The Imitation of Christ*, Thomas A. Kempis  
*Confessions* (Ch. 1-9), St. Augustine  
*On the Incarnation*, St. Athanasius  
*Orthodoxy*, G.K. Chesterton  
*Christ and Culture*, Richard Niebuhr

*Mere Christianity*, C.S. Lewis  
*The Rule of St. Benedict*, St. Benedict  
*The Cost of Discipleship*, Dietrich Bonhoeffer  
*Shadow of the Almighty*, Elizabeth Elliot  
*Total Truth*, Nancy Pearcey  
*The Man Who Was Thursday*, G.K. Chesterton  
*Delighting in the Trinity*, Micahel Reeves  
*Here I Stand: The Life of Luther*, Roland Bainton  
*Til We Have Faces*, C.S. Lewis  
*The Great Divorce*, C.S. Lewis  
*The New Testament Documents: Are They Reliable*, F.F. Bruce  
*Notes from the Tilt-A-Whirl*, N.D. Wilson  
*Saint Francis of Assisi Trilogy*, Thomas of Celano  
*On Marriage and Family Life*, John Chrysostom  
*Rhetorica Ad Herennium*, Trans. by H. Caplan  
*Between Heaven and Hell: A Dialogue Somewhere Beyond Death with  
 John F. Kennedy*, C.S. Lewis & Aldous Huxley, Peter Kreeft  
*An Inquiry Into the Nature and Causes of the Wealth of Nations*, Adam Smith  
*The Prince*, Machiavelli  
*Leviathan*, Thomas Hobbes  
*Second Discourse on Civil Authority*, John Locke

Selections from:  
 Bernard of Clairvaux  
*Summa Theologica*, Thomas Aquinas  
*City of God*, St. Augustine  
*The Institutes* Book 1, Chapter 1, John Calvin  
*The Theology of Modern Literature*, S. Law Wilson  
*Heretics*, G.K. Chesterton  
*The Mind on Fire*, Blaise Pascal  
*Foxe's Book of Martyrs*, Foxe

"The Oaks encouraged me to ask critical questions and logically analyze material in a richer, broader context. When I arrived at college, I realized that this kind of training—training in how to think—is rare in most schools. Yet it is this skill, this fundamental skill of learning critically, that equipped me to do well in a wide variety of scholastic settings, from my science and math courses to my studies in history and the social sciences. Furthermore, while I am grateful to The Oaks for my education, I am truly indebted to The Oaks for my character; my teachers at The Oaks challenged me to grow not merely intellectually, but as a person."

Alison Roy-Ting, The Oaks, Class of 2009  
 Stanford University, Phi Beta Kappa with  
 Distinction, Class of 2013