Congrats to Our Inaugural Students for Completing a Full First Year!

It is a historic time for Thales College as our inaugural undergraduate students have completed a full year in their 3-year college journey! Looking back at last August, it is amazing how much our first years have matured and blossomed. Term 3 has been busy with summer classes, internships, and our Summer Institute week, as well as summer outings to baseball games, art exhibits, and more.

We are about to round a corner into their second year and welcome a new class of first-year undergrads to our hallways next month, which will bring more movement and excitement to our campus. Our inaugural class has helped create a wonderful culture of camaraderie, character, and continued learning at Thales College, and we are looking forward to watching them demonstrate leadership as upperclassmen going forward.

In the meantime, we wish all of our inaugural students and their fearless faculty mentors a sincere congratulations for a successful first year and blessings for an enjoyable summer break ahead of year two!
Greetings,

Aristotle rightly noted, “You will never do anything in this world without courage. It is the greatest quality of the mind next to honor.” I want to take this moment to congratulate our trailblazing inaugural undergraduate students and their steadfast faculty mentors for completing their first full year in a brand new college, a feat which took courage. It also took hard work, perseverance, integrity, and discipline, among other qualities. They should be proud of this milestone in their own college journeys as well as in the history of Thales College. I know I sure am.

Thales College was created with the hope for a better future for students seeking higher education that produced real thinkers with high skills. Student debt, impractical degrees, agenda-driven material, and bureaucratic red tape have been eliminated. I see the fruits of real thinkers with real skills already blossoming in our inaugural undergraduate students, and I hope other students will benefit from our unique Thales College higher education model as we continue to welcome more students this fall.

Our students this term have been active in internships, gaining real work experience as an integrated part of their college journeys. It has been wonderful seeing each student pursue internships in their individual areas of interest in tandem with their coursework. We have had some students secure internships with companies/organizations in my network—CaptiveAire Systems, Thales Academy, and Thales Press; while other students have pursued internships with local organizations, such as Midtown Farmers Market in North Hills (see page 5 to read about Julianne Dorman’s internship experience there!), Lennar Corporation, and The James G. Martin Center. Our inaugural students are already many steps beyond their peers with this experience, and this is just the end of Year 1 at Thales College!

We also completed our third annual Summer Institute one week this term, this time with two college-credit course options available—one in personal finance and one in computer programming. We always love the buzz of excitement Summer Institute brings to Thales College and welcoming high school upperclassmen from around the country and beyond to our campus. Owen Evans, one of our inaugural undergraduates, gives a great recap of that week on pages 3-4.

Kudos to all for a phenomenal effort in Year 1 of our undergraduate program at TC, and cheers to a promising beginning to Year 2 this fall.

Regards,

Bob Luddy
Founder, Thales College
The summer at Thales College has been flying by for students and staff alike, and Summer Institute '23 was a welcome burst of excitement halfway through the season! Summer Institute is among the first and most popular TC traditions. It is a great way for high schoolers to build their intellectual foundation, get a taste of the professional business world over summer break, and experience Thales College for a week.

This past Summer Institute marked the third year of this growing event, involving a new structure and significantly more participants than the two prior years. The novel approach took the form of an accelerated college class for rising high school upperclassmen and college students alike. The two course options this year included: Stocks, Bonds, Investments and Personal Finance (Track A), and Introduction to Programming (Track B). Participants chose their preferred course and engaged in the class alongside our undergraduate students in the corresponding major. It was a new, almost experimental, experience for all students and staff involved, but we believe it was a success!

Track A’s official title, "Invest in Your Future: Classical Wisdom for Understanding the Stock Market & Mastering Personal Finance," attracted lots of attention from conscientious students wanting to carefully handle their money and prepare for a financially stress-free life. A broad range of topics were covered by visiting professor, Dr. Bartley Danielsen (Associate Professor of Finance at NC State).

While the stock market can be intimidating, the class learned to easily identify prices of bonds, time until maturity, return on investments, and building a portfolio with reliable assets. Track A also practiced running bond equations in Excel to efficiently calculate aspects of a stock investment. Students also went over responsible habits when shopping for a house, car, and insurance. Finally, there were meaningful discussions around the pros and cons of owning a credit card and how to avoid the debt typically associated with it. Following this week, those who joined Track A are now equipped to make proper use of the wealth they have in order to ensure a stable financial situation, (and a comfortable retirement one day.)

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Meanwhile, Track B entered the realm of computer programming and philosophy in the "Aristotle, Algorithms, and App-Building: A Classical Approach to Computer Programming" course led by Thales College's very own Engineering and Sciences professor, Dr. Phillip Johnson. The week began by addressing logic and its origins in Greek thought. Great philosophical works were studied at the outdoor picnic tables and connected to the principles of coding. After getting through the basics, Track B’s cohort began constructing a Blackjack game. Students collaborated to weed out errors; once the game was finished, excitement in the classroom could be heard throughout the building!

Track B featured various guest speakers who specialize in programming and Artificial Intelligence (AI) to share insights and skills with Summer Institute attendees. Participants learned how to interact with circuits from Dr. Keith Church, heard from Matthew Miskiewicz, a full-time game developer, about creating apps for a living, and discussed with Mr. Miskiewicz and Matthew Demeusey how AI learns and the implications as it becomes more prominent in society. AI is frequently brushed off as dangerous and scary; Dr. Johnson’s visitors explained the good and bad side of this revolutionary technology and why we should take advantage of it where it can be helpful, especially as corporations and governments will be doing the same. Not only did Track B come to understand the essentials of computer code, but they also finished with a wider perspective on the philosophical and moral side of technology’s beginnings and advances.

All students, high school and undergrad, walked away with a valuable amount of knowledge on finances or programming, but the social side of Summer Institute is also a major factor in its success among those who register. Ping-pong and spikeball added some fun opportunities for students to get to know one another between sessions. Feeling the rush of the treetop ziplines and challenging rope elements at Go Ape was a great opportunity to relax halfway through the rigorous weeklong class. 2023 also marks the first year that Summer Institute finished the week with a catered barbecue dinner for participants and their families. These opportunities for students to forge friendships while faculty and families got to know each other made it truly memorable. We’re really looking forward to seeing where this TC tradition goes in the future. Thank you to all participants who joined us this past June and all of those who made this memorable week possible. Until next year, keep pursuing truth, wisdom, and goodness—we can’t wait for Summer Institute ’24!
A First-Year Internship Experience
An interview with Julianne Dorman, 1st Year Undergraduate Student

Q. What is your major, and what are your career goals? Julianne: I am majoring in Entrepreneurial Business. With a business degree, I wish to pursue some sort of managerial or administrative role in the future that allows me to use my knowledge to benefit others (maybe a nonprofit). I also have aspirations to travel within the U.S. and see all our wonderful National Parks and would love to document my adventures digitally and/or through publications in magazines or travel journals.

Q. What internship have you had this summer, and what is a summary of your internship duties? Julianne: I am currently interning at Midtown Farmers Market in North Hills in Raleigh. The Market runs from April to November and is open every Saturday morning from 8-noon. I intern directly with the Market Manager to help make sure the market runs smoothly and is a success. I help with the vendors and run the market booth and help with the kids crafts and collecting market fees. I also spend time outside of the market to help write for its weekly newsletter and social media pages.

Q. How did you find your internship, and what did you have to do to apply for/be selected for it? Julianne: I used online resources and found my position through Indeed.com. I received an email from the manager to set up a phone interview. It went really well, and she immediately asked for a date to meet with me in-person. One other girl and I were then chosen out of 10 applicants to split the responsibilities at the market.

Q. Have you had a similar job or internship before, or was this a brand new type of role for you? Julianne: This is my very first internship; however, I did work for a gardener a few summers ago, and that greatly helped with my knowledge of local horticulture and flora and fauna on the East Coast. I’m also very familiar with working at local businesses and in the local community, and this internship has really helped to grow my love of local businesses.

Q. What are some of your favorite things you have learned or done during your internship? Julianne: I love the connections I have made through the market, and the community feels truly like a family. Just being able to have conversations and learn about the vendor’s businesses has been quite rewarding. Also, the patrons at the market really make it what it is, and it is such a joy to see others supporting the local community.

Q. What is the most challenging topic or task you encountered during your internship? Julianne: In the middle of June, the manager had to be away from the market one Saturday so I had the opportunity to lead the market and be in charge. It was a sign of trust to be left in charge of such a big operation and guide the events of the day.

Q. What do you think are the most valuable aspects of having an internship as a college student? Julianne: I believe that having an internship alongside coursework helps in applying the things you learn in the classroom directly into real-life situations along the same timeline. The internship experience is also extremely helpful for after graduation when we are looking for jobs. Furthermore, going through interviews and application processes are extremely beneficial and great to learn.

Q. Has your internship motivated you to want to learn more about anything you did not know about before? If so, what? Julianne: I’ve been able to take a little peek into the behind the scenes of businesses and see how they’re run. It has sparked my interest into the entrepreneurial business world which goes hand in hand with my major.

Q. How would you sum up your Summer 2023 internship experience in one sentence? Julianne: Community means so much, and local businesses are our future.
How is the Thales College Classical Education degree structured, and what makes it unique?

by Dr. Josh Herring, Professor of Classical Education

Human beings possess immense potential, but it requires deep study to develop that potential into actual modes of existence. The Classical Education (CED) major at Thales College seeks to help students build an understanding of what it means to be human, and based on that understanding, acquire the skills and knowledge necessary to teach in the classical classroom.

The major is split into three components: foundational, concentration, and student teaching. In CED foundational classes, students learn:

- Different theories of classical education
- An attunement to the moral dimension of education
- How to cultivate the moral imagination within learners
- The ways environment, procedures, and course design enable effective teaching
- The history of education
- How to teach humanities courses
- How to teach math and science courses
- The role philosophy of education plays in shaping the classroom

These courses are seminar based, meaning that students complete readings and assignments throughout the week and gather in class for guided conversation about the readings. Throughout these courses, students design lesson plans, lectures, Socratic seminars, worksheets, and student assignments.

As students work through their major foundational classes, they also select a specialization. Students may earn a certificate in elementary education (requiring specific courses in reading and math instruction alongside elective options), or one of three secondary education concentrations: humanities, math, or science. These concentrations involve advanced courses in those disciplines, preparing students to step into the 6th-12th grade classroom with the knowledge to lead students through a robust classical curriculum within a specific discipline (math, science, literature, history, or trivium).

Like other professions, teaching is best learned through practical application. Students apply to work in student teaching internships for at least three of their six final terms at Thales College. Our students uniquely benefit from Thales College’s close relationship with Thales Academy, a network of classical K-12 schools, where many of our students interview for their student teaching internship. The student teaching internship component of our program allows students to gain hands-on experience in the classroom, receive direct mentorship from a recognized master teacher, and build an awareness of what it takes to shepherd 20-30 students through a curriculum. We ensure students are prepared through their coursework and student teaching experiences to flourish in their first year of teaching after Thales College.

Teaching is a noble profession, and classical education aspires to nothing less than shaping the souls of students to live in alignment with the good, the true, and the beautiful. Through strong preparation and connections with the various networks of classical schools growing throughout the United States, Thales College seeks to equip teachers for a meaningful career forming critically thinking, virtuous students.

Want to learn more about our Classical Education degree program?
Visit: https://www.thalescollege.org/academics/classical-education
Contact: Dr. Josh Herring, josh.herring@thalescollege.org
Q. Which college/graduate schools have you attended, and for what degrees?
Prof. Leonard: I graduated from the University of Rochester with a B.A. in English and a B.A. in History. Deciding to continue my education, I obtained a Masters degree in English Literature at The George Washington University.

Q. What drew you to want to be a part of Thales College?
Prof. Leonard: I wanted to be a part of Thales College because I found the approach to higher education a refreshing one–The determination of the collegiate administration to blend the classical with the ethical and the additional recognition of a need for an internship component because it's not simply enough to study a profession.

Q. What is one of your favorite things about Thales College?
Prof. Leonard: The students make Thales College what it is and being able to engage with them in the classroom is the best part of my job.

Q. What is one of your favorite memories from Thales College's inaugural undergraduate year?
Prof. Leonard: My favorite memory from the inaugural year is the observation I've made over time of the ways in which the inaugural class has both collaborated and banded together both on campus and off campus. The development of friendships has led to an expansion of trust amongst the group which, in turn, has culminated in lively group discussions, impressive group projects, and touching personal growth.

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Q. What classes do you teach? Which of those makes you most excited to teach?

Prof. Leonard: I teach the Writing & Rhetoric and Literary Masters courses at Thales College. I enjoy every course that I teach because both my strengths and interests lie in the Humanities. There is something quite rewarding about guiding students along the path of self realization in terms of their ability to truly engage with a particular text–watching them bring that text to life through their own discussions and writings.

Q. What do you enjoy most about Student Life at Thales College? Are there any activities or events in the works that you are especially excited about for 2023-2024?

Prof. Leonard: Summer Term saw the launch of Thales College Elevated Events, designed to get students enjoying what the RTP area has to offer. Working with the students to gain a better understanding of their interests, I have worked to offer up information about events that would fit well with their passions. Coming up in September, students will be visiting a Dutch Art exhibit at the North Carolina Museum of Art and others will be taking part in a Beauty & The Beast themed scavenger hunt through the streets of Raleigh.

Q. If you could give first-year undergraduate students one piece of advice, what would it be?

Prof. Leonard: I would advise incoming freshmen to be open minded about their ability to connect with a variety of texts–to not be shy about exploring their opinions and to use the opportunity of having a wonderful cohort and supportive Professors to their benefit when sharing their ideas.

Q. What is your favorite quote?

Prof. Leonard:

"It isn’t what we say or think that defines us, but what we do."

Jane Austen
Baseball Game Outing

Thales College students and friends enjoyed a night at the ballpark. They cheered the Carolina Mudcats on to a win, fist bumped players after the game, and ended the night with fireworks!

LEGO Art Exhibit

Getting to be a kid again and admiring art in one of its more unique forms are two things TC students got to add to their list of summer memories! At The Art of the Brick Expo, the students saw lifelike sculptures, scenes, and recreations of famous art, all constructed from LEGO bricks. At the end of the museum-like experience, they were also able to take part in an open-build brick pit!

Field Trip! Local Engineering Firm Visit

TC engineering students got out of the classroom and visited Coffman Engineers to see how cutting-edge drafting and design work is done for their consulting projects.

Birthday Celebrations

We love celebrating birthdays year-round here at TC!

National Ice Cream Day

National Ice Cream Day was not to be missed by our many ice cream lovers!
TERM 3 TESTIMONIES

What has been a highlight of your Term 3 internship experience so far?

“It has been great to learn the ins and outs of working an office job. Hearing your boss say that something you put together looks great is such a rewarding experience, and everyone has been super welcoming and helpful.”

“The opportunity to meet local business owners and get their feedback about the business world.”

“At my internship, I work directly under Mr. Luddy, helping him with any variety of projects he has going on, whether it is the Thales schools or CaptiveAire. Because of my position, I have gained valuable insight of the inner-workings of a company and have learned problem-solving and life lessons from the man in charge of it all.”

What was your favorite class in Term 3 and why?

“My favorite class this term was Intro to Programming. I enjoyed the various speakers we had and the multiple projects, along with the comprehensive look into programming. I left this class knowing how programming was developed and its modern applications today, from video game design to AI.”

“My favorite class by far has been Philosophy of Being Human. I think any college age student should be exposed to the philosophy of mind and of the body and how they relate but are also separated. Also the final cause of our souls and their purpose.”

“Philosophy of Being Human. We’ve been tackling some pressing real-world debates over things like identity and how it has become so politicized in modern society. I’ve heard a variety of opinions about these questions, and we’ve practiced having civil and constructive debates.”
What is something interesting you learned this Term?

"I have learned the importance of listening to my peers. The incredible input each and every one of us has in our classes is quite profound!"

"Understanding the processes of accounting has been very interesting. It can be a little complicated, but it's not quite as complicated as it first sounds."

What is your favorite memory from this Term at TC?

"We went to a Carolina Mudcats game with some classmates, and it was a very memorable and enjoyable experience. When you choose a year-round school, sometimes you panic that you'll miss out on the summer, but I've really enjoyed time with my classmates and friends over this season."

"My favorite memory was getting to spend time with Dr. Johnson and his beautiful family at a TC ice cream social."

"One of my favorite memories this term was posing for Thales College photos. I've always laughed at the overly staged college photos, but they were so fun to take! Another favorite memory was playing poker during Summer Institute!"
The Republic – Plato

"The object of education is to teach us to love what is beautiful."

Plato’s best known work and a cornerstone of philosophy and political theory, The Republic is a Socratic dialogue that explores the concept of justice. Delving into both ethical and political facets, it analyzes the relationship between a just life and a happy life.

Yes to Life: In Spite of Everything – Viktor E. Frankl

"To say yes to life is not only meaningful under all circumstances—because life itself is—but it is also possible under all circumstances."

With the powerful perspective of a Nazi concentration camp survivor, this collection of lectures describes how to live a fulfilled life in the face of adversity, offering timeless wisdom and guidance and a much-needed message of hope.
It's not too late to join our incoming Fall undergraduates! Apply now!
Affordable tuition, accelerated degrees, classical core + career + character, close-knit community
ThalesCollege.org/admissions/how-to-apply

Spaces still left in our Fall 2023 Dual Enrollment courses!
High school juniors and seniors: Join us for our FREE Fall 2023 dual enrollment courses, held in-person in Wake Forest, NC
ThalesCollege.org/DE

TC Open House October 28 11am-1pm!
Spread the word and bring a friend! Come visit and learn more about Thales College!
Register here:
ThalesCollege.org/OpenHouse

Check out our undergraduate scholarships!
Founder's Scholarships (50% tuition grant) & Miletus Merit Scholarships (25% tuition grant)
ThalesCollege.org/Scholarships

External student housing opportunity!
WFINV, LLC is offering optional off-campus female-only and male-only houses in Wake Forest for TC students.
ThalesCollege.org/Housing

Don't miss upcoming events & the latest TC news!
Follow us on social media and/or sign up for our email list to keep up with everything TC!
ThalesCollege.org/Contact