



Grand Tour 2026



Helpful Information

*"If I take the wings of the morning, and dwell in the uttermost parts of the sea,
even there Your hand shall lead me, and Your right hand shall hold me."*

Psalms 139:9-10

Introduction

As rising seniors of Mars Hill Academy, you are being provided a remarkable, perhaps a once-in-a-lifetime opportunity to learn, to see and appreciate beauty, and to explore things that most students your age will never experience. It is hoped that you will experience a sense of wonder, awe, and incomprehensibility when presented with the magnificence of the art, architecture, and cultures to which you will be exposed.

It is also my sincere hope that you will receive it, relish it, enjoy it, and learn from it with alacrity, humility, and above all, *thanksgiving*.

First and foremost, you must understand one thing: this is an academic study tour, *not a vacation*. While you will have a wonderfully enjoyable time, you must not lose sight of the fact that you are being taken to Greece and Italy *to study*. Mars Hill Academy students are taken on this Grand Tour to give them the opportunity to "broaden their horizons; test the practicality of their book learning, and to deepen their social and academic awareness." If our students get out of it all that they can, it will help "enable them to...do all they were called to do and be all they were called to be." As this is an educational trip, students are to be engaged in the lectures provided by tour guides, ask appropriate questions, and enthusiastically join in discussions led by your chaperones. It is important that students be ready to engage.

Secondly, while this is an academic trip, you must not lose sight of the fact that God's world is good *and is therefore to be enjoyed*. Your teachers and parents alike hope that you will experience excitement, amazement, and a sense of breathtaking awe as you learn from your ancient forebears. Their lessons are *our lessons*.

As Winston Churchill said, "The greatest advances in human civilization have come when we recovered what we had lost: when we learned the lessons of history."

Have a great trip!

Cordially,



Michael J. McKenna
Headmaster

Important Dates to Remember

- **9 Sept**, 6:30 PM, Grand Tour Orientation Mtg. Parents and Juniors required.
- **19 Sept**, Research Topics due to Mr. McKenna
- **1 October**, First Deposit due
- **15 October**, Research Papers due
- **3 November**, Passport Numbers due
- **2 February** 2026, First Payment due
- **Week of 16 March**, Speeches presented
- **1 April**, Final Payment due
- **9 May**, Grand Tour Dinner, 6:00 PM.
- **31 June**, Depart
- **17 June**, Return
- **18 July**, Journals due

Grand Tour Itinerary

<i>Day, Activity</i>
Sunday, Day 1, 31 May Flight Info TBD
Monday, Day 2 Arrive Athens, afternoon walk around the Acropolis, group picture on Mars Hill, stroll through the Plaka and Roman Forum. Dinner at Bairaktaris Central in Monastiraki Square
Tuesday, Day 3 Morning – Tour the Acropolis Afternoon – National Archeological Museum Evening – Meeting, dinner on our own
Wednesday, Day 4 Morning – Depart for Epidauros Afternoon – Mycenae, Ancient Corinth, and stand in front of the Bema seat where Paul was tried before Gallio (Acts 18). Evening – No meeting, Dinner on our own
Thursday, Day 5 Morning – Sunrise hike to Mt. Lycabettus. Acropolis Museum. Free Time. Afternoon – 2:30 Departure for Delphi Evening – Meeting, Dinner in the hotel
Friday, Day 6 Morning – Tour of Delphi Afternoon – Departure for Olympia Evening – Meeting, Dinner in the hotel
Saturday, Day 7 Morning – Tour of Olympia Afternoon – Departure for Athens Evening – Free, dinner on our own
Sunday, Day 8 Morning – Worship in the hotel Afternoon – Flight to Rome, train transfer to Termini Station Evening – Dinner on our own
Monday, Day 9 Morning – Tour of Catacombs, Ancient Roman Forum Afternoon – Lunch Evening – Meeting, Dinner on our own

Tuesday, Day 10 Morning – Tour of St. Peter’s Basilica and San Giovanni in Laterano/Scala Santa Evening – Walking tour of Pedestrian District, including Spanish Steps, Trevi Fountain, Pantheon, Piazza Navonna. Dinner arranged together, but cost is on our own
Wednesday, Day 11 Morning – Free, Borghese Museum optional Afternoon – 3:00 Departure for Assisi Evening – Visit Church of Santa Maria degli Angeli, Meeting, Dinner in the hotel
Thursday, Day 12 Morning – Tour Basilica of St. Francis Afternoon – Free time in Assisi, Departure for Siena Evening – Dinner on our own
Friday, Day 13 Morning – Walking tour of Siena, Duomo, Museo del Opera Afternoon – Departure for Florence Evening – Meeting, Dinner on our own
Saturday, Day 14 Morning – Accademia Museum Afternoon – Uffizi Museum Evening – Dinner on our own
Sunday, Day 15 Morning – Worship Afternoon – Free Evening – Free, Dinner on our own
Monday, Day 16 Morning – Visit Churches of San Lorenzo and Santa Maria Novella Afternoon – 3:00 Departure for Venice Evening – Dinner on our own
Tuesday, Day 17 Morning – Doge’s Palace, Basilica of St. Mark Afternoon – Free time Evening – Meeting, Dinner on our own
Wednesday, Day 18 Flight Info TBD

Academic Preparation (After all, this is education, not vacation!)

Grand Tour Research Paper

You will be visiting the following major cities/points of interest: Athens, Corinth, Mycenae, Delphi, Olympia, Rome, Assisi, Siena, Florence, and Venice. **On or before the third Friday in October** you are required to research (minimum three full pages, with footnotes and a bibliography) some aspect of one of these places *that we will stop to consider in greater depth*. You will then function as a “guest lecturer,” or our temporary docent, teaching your fellow travelers what you’ve learned about this place, person, or event. All topics must receive prior approval from Mr. McKenna. **Your final topic selections are due to me on or before the third Friday of September.** This is a graded project. You will be required to give this speech to a faculty panel around the third week of March of your junior year. (Exact dates TBD.)

Sample topics include, but are not limited to: The Propylaea, the Battle of Salamis, Temple of Athena Nike (Acropolis), Paul’s address to the Athenians on Mars Hill (Acts 17), Paul before Gallio in Corinth (Acts 18), Ancient Corinth, the Olympic Games, the Twelve Labors of Hercules, the Oracle of Delphi, the Roman Forum (including: Roman Roads, the Arches of Titus or Septimius Severus, the House of the Vestal Virgins, the Roman Basilica [Maxentius, Julia, or Amelia], the Temple of Saturn), Capitoline Hill, the Monument of Victor Emmanuel II, the Catacombs of San Callixtus, Trevi Fountain, the Spanish Steps, the Pantheon, Roman obelisks (particularly the Lateran Obelisk), Francis of Assisi, the Palio (Siena’s famed horse race), the Contradas of Siena, Santa Maria dei Fiori/Brunelleschi’s Dome (Florence), the Medici (e.g., the Pazzi Plot to assassinate Lorenzo the Magnificent), Girolamo Savonarola, Ghiberti’s Bronze Doors of the Florence Baptistery, St. Mark’s Basilica in Venice, the Four Horses of St. Mark’s, the Torre dell’Orologio (the Clock Tower) in Venice, Santa Maria della Salute (“plague” churches), and many, *many* more! Your only limitations are your imagination and our itinerary.

Your paper is to be turned in electronically, as a Word.docx file attachment, and titled as follows: LAST NAME, First Name_Title of Your Paper_YYYY/MM/DD. (E.g., McKENNA, Michael_Brunelleschi’s Dome_2025/10/02).

As for formatting, follow the MLA guide in the “Downloads” section of the Grand Tour class in the Hub.

Daily Journal

“We write to taste life twice, in the moment and in retrospect.”

— Anaïs Nin

The purpose of the student journal is **not** to tell me what you did. The purpose of the Grand Tour journal is to tell me what you *think* about what you did.



Students are required to *journal daily* during the Grand Tour. The journal should reflect what the students do and see each day, and must also include *the students' impressions, thoughts, and ideas about what they are seeing and its importance and place in their overall education*. The journal must refer to or draw upon the education the students have received at Mars Hill Academy where appropriate.

The journal will be counted as a test grade in Rhetoric II. As you journal, writing down thoughts, ideas, impressions, and questions you have, you may want to see the journal as grist for the mill of the Rhetoric Presentation you will be required to do when you return to school. The Journal is due in my office *four weeks after our return*. No requests for extensions will be granted for reasons other than unforeseen emergencies. If you plan a busy summer, that's on you!

Suggestions for Journaling

Think of the journal as a gift to your future self. In the short term, the process of writing the journal will help you synthesize your thoughts about the trip and identify a topic for your Rhetoric Presentation. In the long term, the journal will serve as your personal, written record of the trip for a lifetime.

The journal is a project best completed in short chunks of time rather than a homework assignment to be crammed in the final days or hours before it is due. Consider the suggested time management tips below from students who have previously gone on the Grand Tour. Plan on it taking longer than you think it will, rather than hoping you can get it done faster than expected.

On the trip: Spend 10 minutes a day choosing favorite photos on your phone that you might want printed for your journal. (This is, of course, in addition to taking good notes, asking questions, and talking to classmates and adults about what you are seeing/learning.)

Upon return: Get your photos printed as soon as you get home. Otherwise, take a break and rest up through that first weekend back (unless you don't have a journal yet, then secure the journal as well).

First Monday back: Commit to 30 minutes to an hour a day most days of the week to complete your journal. If you are traveling or working, be even more intentional about scheduling time to work on it. Plan to finish a day or two ahead of time in case an unexpected emergency happens. If it does, and you can't finish in time, don't sweat it! Just let Mr. McKenna know. Grace abounds for unforeseen emergencies.

(See **Appendix A**, Journal Grading Guidelines.)

Rhetoric Presentation

Upon returning to school the following fall, students will be required to prepare an 8- to 12-minute oral presentation, which will be counted as a test grade, in Rhetoric II. The presentation will be required to focus on some aspect of the trip of particular interest to the student and should reflect 1) his personal experiences on the trip; 2) his study of history; and 3) biblical integration. As was noted above, the journal you keep during your travels should make an excellent foundation for the topic you eventually choose. However, your Rhetoric Presentation may be unrelated to anything in your

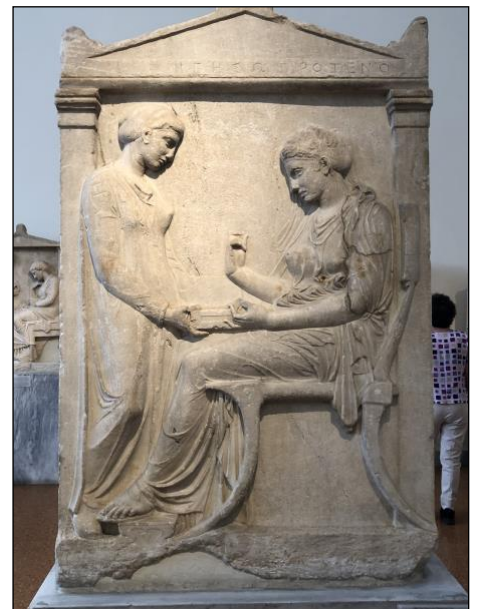
journal. The choice is yours. The students may use visual aids, such as Power Point, slides, posters, etc. NB: Most of your preparation time should be in the thought behind the presentation – not in the production of a Power Point show – and must be done *prior to the beginning of your senior year*. You are to return to school in your senior year *with an outline and at least three sources*. Your first week of Rhetoric II will be spent *refining and rehearsing* your presentation, *not creating it!* If you spend an hour on the outline of your talk, and twenty hours on the Power Point presentation, something's out of kilter. Students should be careful to choose a topic narrow enough to be covered thoughtfully in the 8- to 12-minute timeframe. The topic "Western Civilization: An Overview," would probably require more than 12 minutes to cover thoughtfully, and, therefore, should be narrowed. However, "A Biblical View of Art as Seen in Botticelli's *Birth of Venus*" might make for a better, narrower choice. Immediately following his presentation, the student will answer questions posed by the faculty panel. The student chosen by the faculty panel to have made the best presentation will be honored to make his presentation before a school assembly as well. (See **Appendix B**, Grand Tour Oral Presentation Guidelines.)

Integration of the Grand Tour and Study at Mars Hill Academy



The main objective of this trip is to further the students' understanding of, and appreciation for, the main cultural centers of Western history, and thereby better appreciate the great wealth of culture to which they have been made heirs. To this end, students will visit the primary designations of *Athens* (as representative of the first Western Civilization), *Rome* (as representative of the second), and *Florence* (which, as the Christianized revival of the first two, was in many ways the beginning of "modern" civilization). While touring these three

main locations, students would also spend some time visiting their environs, in which important secondary cities are located. While at each designation, students will be expected to pay careful attention to the physical sites, as well as the lectures given by the tour guides. Each student will be required to maintain a journal of his educational experiences. These journals will be evaluated and incorporated into their senior project.



9th Grade Antiquities: Ancient Near East, Greece, and Republican/Imperial Rome
10th Grade Christendom: Middle Ages and Renaissance
12th Grade Modernity: Reformation-Twentieth Century

Greece

During the *Antiquities* course, students spent time on Greek history, from the Minoan and Mycenaean periods (2000-1000 B.C.) to the division of Alexander's empire (323 B.C.). Several original sources were read (e.g., Herodotus' history of the Greco-Persian War, Thucydides' History of the Peloponnesian War, Plato's Dialogues, Aeschylus' Persian War, etc.), and numerous events and ideas were discussed.

Athens: Students learned about Athens' shift to democracy, her war with Persia, the building of her empire, and the glories of her classical culture (e.g., art, athletics, science, philosophy, politics, religion, architecture, poetry, etc.), in which we may find the foundations of Western culture. The Acropolis Museum in Athens houses many of the great treasures of Greek sculptural art. At the National Archeological Museum, thousands of years of Greek history come alive as students enjoy prehistoric works of art, rare manuscripts, Byzantine icons, historic weapons, and paintings.

Delphi: Numerous oracular temples existed throughout Greek culture, the most famous belonged to Apollo at Delphi. Greeks from the far corners of the Mediterranean traveled here to get their questions answered. The students read several accounts of such visits, including that of the Lydian King, Croesus, who waged war on Persia because of the answer received at Delphi; and, perhaps most famous of all, that of Socrates, who left Delphi with the knowledge of being the wisest man in Greece.

Corinth: Corinth was one of the supreme cultural centers of Greek antiquity. The city was famous for producing the great orators of antiquity; the students sampled some of their speeches. Hundreds of years later, the Corinthians would hear the words of another famous orator—the apostle Paul.

Olympia: In addition to science, philosophy, poetry and a host of other intellectual pursuits, the Greeks gave us athletics. The first Olympic Games were held in 776 B.C., at the city of Olympia. The students spent several days learning about the purpose, events, and cultural value of the games to Greek civilization.

Rome: The students spent much of *Antiquities* learning about the rise and fall of the Roman Empire, from its two centuries of monarchy, through its five centuries of Republican rule, to its four centuries of universal empire. Students learned about the constitutional development of Rome, as recorded in the works of Livy and Polybius; the character and tactics of the feared Roman legions, and their operations in the wars with Hannibal and the Greeks; the campaigns and political career of Julius Caesar; the Stoic philosophy of Cicero and Aurelius; the rule of the great emperors, and the growth of the Christian faith under them; and the internal decay and dramatic fall of the empire under the relentless barbarian invasions. Rome's impact on western art is incalculable. From the powerful architecture of classical Rome to the art and architecture of the Rome's

early Christians and the matchless magnificence of her High Renaissance art, Rome's riches are invaluable.

Through Central Italy: In our study of Roman civilization, we learned about numerous events and their locations outside of Rome itself, e.g., the invasion of Hannibal, the slave rebellion under Spartacus, the Roman Civil War, and other important episodes; all these events occurred across the peninsula, through which the students will be traveling.



Rome (Ancient): The Roman Forum and the great Coliseum were the two most prominent structures of ancient Rome. As the students learned, in the former occurred some of the most famous political dramas in recorded history (e.g., Cicero and Catiline, Caesar and Brutus); in the latter occurred one of the most barbarous events known to man—the gladiatorial games.

In addition to the Forum and the Coliseum, the Pantheon and the catacombs are the other great remnants of the ancient Roman world. The students learned about Roman theology; the great Pantheon, the home of the pagan gods, remains one of the most impressive examples of their importance in Roman life, as well as one of the most impressive monuments of the Romans' architectural genius. (It was therefore one of the only overt pagan structures that later Christians left intact.) Reminders of the Christian experience in Rome are also to be found in the great catacombs in which the early believers buried their dead outside the city walls. Students learned about all the various persecutions of Christians, from the persecutions under Nero to those under Diocletian, as well as why they were launched, how they were conducted, and the way the Christians reacted.

Rome (Medieval & Renaissance)—As the students learned, the Roman papacy played a central and determinative role in the history of Western Civilization for well over a thousand years. Vatican City served as the very capital of Christendom and the art commissioned by the church there during the Renaissance (including the famous Sistine Ceiling by Michelangelo) has been well studied by the students in Art History.

Northern Italy

Assisi & Siena: Students learned about the monastic founder, St. Francis of Assisi, and his Franciscan Order, from which came many prominent intellectuals, e.g., William of Occam. Siena was one of the most powerful mercantile cities of the Renaissance, the home

of the Piccolomini family (Pope Pius II), and the seat of the Sienese school of art.



Florence & Venice: Florence and Venice were the most important cities of the Renaissance. Florence was the seat of the

Renaissance, the home of the great Medici family, and the source of the most fabulous material culture since Greek and Roman antiquity. The Uffizi Gallery, founded in Florence in 1581 by the Medici family, is one of the oldest museums in the world. Many important works of Italian and other schools, dating from between the fourteenth and eighteenth centuries, are kept here.

Venice: Students learned about the Venetian merchants, their role in the Crusades, and in the development of modern capitalism. In addition, students learned about the pivotal role St. Mark's Cathedral played in the development of Western music, and the Venetian School's transitional role between the music of the Renaissance and the Baroque.

Practical Considerations

Dates: Sunday, 31 May – Wednesday, 17 June 2026

Approximate Cost: The trip costs *approximately* \$6500 per person. However, MHA rising seniors are only required to pay a small deposit. The number of travelers, fuel costs, airline and airport taxes, and other variables can affect the final cost. This cost represents roundtrip airfare from CVG, all ground transportation in Greece and Italy, all hotel accommodations, entrance fees to museums included in the tour, breakfast daily, and approximately half of the dinners. Students are recommended to have at their disposal approximately \$700 in spending money for personal expenses.



Major Points of Interest: Athens, Corinth, Mycenae, Epidaurus, Delphi, Olympia, Rome, Assisi, Siena, Florence, and Venice.

Passports: MHA "Grand Tourists" should apply for passports as soon as possible. Passport numbers are required to finalize hotel reservations, so this cannot be done until all travelers have their passports in hand. It currently takes about 8 to 11 weeks for passports to be issued. ***Passport numbers and two copies of the picture page are required to be turned in to the school office no later than 1 November of your junior year.*** Information regarding passports and downloadable applications are available online at the following web address: http://travel.state.gov/passport/passport_1738.html

Permission Slips and Registration Forms: Travelers are required to read, sign, and complete the Permission Slips and Registration Forms by **15 September**. *All participants, whether students or adults, must fill out an individual registration form.* These forms may be found on the school's Grand Tour Registration web page: www.marshall.edu/grandtour.

Spending Money: It is recommended that students plan to have available to them at least \$700 in spending money. It would be wise to visit your local bank before departure and purchase €50 to bring with you, just in case you experience some initial troubles with your debit card.

ATMs

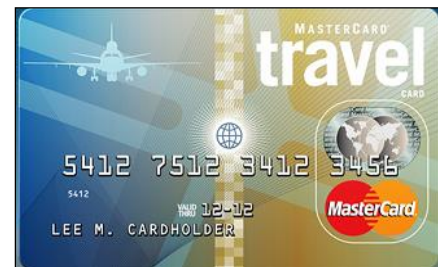
ATMs are widely available throughout Greece and Italy. Virtually all banks have machines that dispense money to Cirrus or Plus card holders. You may find bank-sponsored ATMs at harbors and in airports as well. Other systems accepted include Visa, MasterCard, American Express, Diner's Club, and Eurocard, but exchange and withdrawal rates vary, so shop around and check fees. For use in Greece, your personal identification number (or PIN) must be only four digits long. Machines usually let you complete the transaction in English, French, or German, and seldom create problems, except Sunday night, when they sometimes run out of cash. Do check with your bank to confirm you have an international personal identification number, to find out your maximum daily withdrawal allowance, and to learn what the bank fee is for withdrawing money. When the ATM asks if you want to accept conversion, *always say no*. Always use ATMs at an open bank in case the machine “eats” your card. (This has happened to me!) When the machine returns your card, grab your card immediately; if you dilly-dally, the ATM may suck your card back in, so it doesn't fall into the wrong hands.

Currency

The First of January 2002, saw the introduction of Euro coins and notes. The former local currency, the drachma in Greece and the lira in Italy, ceased to be legal tender at the end of February 2002. All transactions are now made in Euros. Euro notes come in denominations of €5, €10, €20, €50, €100, €200, and €500. The Euro is divided into 100 cents, and coins are available as €1 and €2, and 1, 2, 5, 10, 20, and 50 cents.

Money for Students Traveling Without a Parent

It is recommended that students have approximately \$700 available for personal spending and meals. If your child is traveling without you, how to permit your son or daughter to have easy yet safe access to their money is a legitimate concern. My advice? Open a joint checking account with your child such that he has ATM access. You can add funds as necessary, and he will be able to withdraw funds in local currency via an ATM cash machine. Another option: credit card companies offer prepaid travel cards for teen travelers. These cards are accepted anywhere Visa, MasterCard, or American Express Cards are accepted, can be monitored online by parents and are reloadable online, over the phone, or via your own bank account. In addition, they're safer than cash, as they're replaceable if stolen. Checkout the Visa Buxx, MasterCard Travel Card, or the American Express Pass Card for details. Students might also consider bringing a small amount of euros (€50 or so, available at your local bank) to have upon arrival, just in case they experience some small, temporary difficulty with their ATM card. The chaperones are experienced with these matters and will ensure that your child is taken care of through this process, and provide assistance and support if problems occur.





Packing and Dressing

Pack carefully

Pack your carry-on bags loosely so that it is easier for security personnel to check them.

On board:

Travelers may bring one carry-on and one personal item (such as a purse or shoulder bag) on all flights. Ensure that you have included your

name and contact details on tags outside and inside your baggage. When traveling to and from North America, the Transportation Safety Administration recommends you do not lock your checked baggage, as the TSA may need to open your luggage to complete security checks. For a full list of prohibited items, visit www.tsa.gov/travel/security-screening/whatcanibring/all-list.

Ensure your information is accurate and complete:

Be sure to have a valid passport. You may be asked to provide your passport and boarding card at subsequent points, such as at the gate or in the terminal.

Be prepared for security checkpoints:

Only ticketed passengers are allowed beyond the security checkpoints, except for those with specific medical or parental needs. All electronic items, such as laptops and cell phones, will be subjected to additional screening. Be sure to remove your laptop from its travel case so that both can be X-rayed separately. Keep your boarding pass and ID within easy reach. Wear shoes that can be taken off and put back on with ease. Limit the amount of jewelry or other metal objects that you wear and remove all metal objects prior to passing through the metal detectors to facilitate the screening process.

Standards of dress and modesty:

While students are not required to wear school uniforms on the trip, they are required to dress in such a manner as is consistent with the school's standards of modesty and decorum (1 Tim. 2:9; 1 Peter 3:3). Without attempting to provide an exhaustive list, girls' clothing articles such as spaghetti straps, halter-tops, midriffs, low-cut shirts, short-shorts, etc., are not permitted. As a practical consideration, churches in Greece and Italy, of which we will be visiting many and almost daily, do not permit females to dress in these kinds of apparel, nor young men to wear shorts. (You'll often see young people, who attempt enter a church inappropriately clothed, wearing a paper "poncho," given to them by the church administration. Believe me, you don't want to be seen in a paper poncho!) The school chaperones have ultimate responsibility to decide whether these standards are being met, not the students themselves.



Ladies: Failing to follow the modesty guidelines of Greek and Italian churches may get you wrapped in a large paper bag! Consider yourselves warned! 😊

SUGGESTED MEN'S & WOMEN'S PACKING LIST



Women

SHIRTS. Bring at least five polo shirts/button-up shirts, and five T-shirts/tops.

SWEATER/SWEATSHIRT/JACKET. Always bring one, just in case. It can get cool in northern Italy and in Delphi, Greece.

PANTS/JEANS/CARGO. Bring two pair. Buttoned pockets are safest for your small, daily stash of cash.

SHORTS. Minimum three pair with plenty of pockets

SKIRTS. Minimum two pair, knee-length

DRESSES. Minimum two, knee-length

SWIMSUIT. One, (one-piece or tankini) plus a large Zip Lock bag for packing when it hasn't dried

UNDERWEAR. 10 sets

BRAS. Four

CAMIS. Four

COMPRESSION SHORTS FOR UNDER SKIRTS

SOCKS. Five sets

SHOES. Sneakers, sandals, flip-flops; anything broken in and comfortable

SCARF/SHAWL. For instant respectability or covering shoulders in churches

[SECURITY WALLET](#)

HAT

SMALL DAYPACK. A small daypack is great for carrying your camera, literature, etc., while you leave your large bag at the hotel. Fanny packs (small bags with thief-friendly zippers on a belt) are a popular alternative but should not be used as money belts.

SLEEP CLOTHES

YOUR REPORT (if you're a student)

Men

SHIRTS. Bring at least five polo shirts/button-up shirts, and four T-shirts (not undershirts). T-shirts are for down time; button and polo shirts are for "on time."

PANTS/JEANS/CARGO. Bring two pairs: long for churches with modest dress codes. Buttoned pockets are safest for your small, daily stash of cash.

SWEATER/SWEATSHIRT. Always bring one, just in case. It can get cold in northern Italy.

SHORTS. Minimum three pair with plenty of pockets. (Greek and Italian men generally do not wear short pants, so you *will* stick out.)

SWIMSUIT. One, plus a large Zip Lock bag for packing when it hasn't dried.

UNDERWEAR. Seven sets

SOCKS. Five sets

SHOES. Sneakers, sandals; anything broken in, supportive, and comfortable

TIE. For instant respectability

SECURITY WALLET

HAT

SLEEP CLOTHES

YOUR REPORT (if you're a student)

Miscellaneous

BIBLE

ZIP-LOCK BAGGIES. Variety of sizes. They're great for containing wetness and bagging potential leaks before they happen. The two-gallon jumbo size is handy for packing wet and/or dirty clothing.

WATER BOTTLE. The plastic half-liter mineral water bottles sold throughout Europe are reusable and work great.

FIRST-AID KIT. A small kit with Band-Aids, blister kit, antiseptic wipes, tweezers, Tylenol or equivalent, cold and diarrhea remedies, etc.

MEDICINE and VITAMINS. Keep in original containers, if possible, with legible prescriptions using generic drug names.

EXTRA EYEGLASSES, CONTACT LENSES, AND PRESCRIPTIONS. Many find their otherwise-comfortable contacts aren't practical while traveling. Bring your glasses and lens prescription just in case. Contact solutions are widely available in Europe.

TOILETRIES KIT. Sinks in many hotels come with meager countertop space. If you have a toiletries kit that can hang on a hook or a towel bar, this is preferred. Put all squeeze bottles in zip-lock baggies, since in-flight pressure changes may cause even good bottles to leak. Bring a small tissue packet. All hotels carry soaps, shampoos and conditioners.

SEWING KIT. Clothes age rapidly while traveling. Your flight attendant or the hotels may have a freebie for you.

NOTEPAD AND PEN. A tiny notepad is a great organizer, reminder, and communication aid.

JOURNAL. *(Required for Mars Hill Academy students.)* An empty book to be filled with the experiences of your trip will be your most treasured souvenir. Use a hardbound type designed to last a lifetime, rather than a spiral notebook. Attach a photocopied calendar page of your itinerary.

Other Bring-Alongs

Sunglasses and sunscreen

Neck pillow for snoozing on planes and buses.

Small folding umbrella

Rain poncho

Watch

Pencils/pens

Cell phone with additional portable battery charger

Voltage adaptors for southern Europe

AA/AAA batteries

Earbuds

Plastic garbage bag for dirty clothes

Packing Miscellany

Keep a small mirror in the back of your journal to be able to look at ceilings without craning your neck.

Under armor style shirts and other “outdoor” wear shirts are great.

Ladies, pack more camis and bras; don’t plan to wear the same cami under different shirts.

Pack clothes that dry quickly.

Cross body bag vs. backpack.

Pack light, wash frequently, and buy it if you need it.

Your pack should weigh about 20% of your body weight, preferably no more than 20 pounds. If you can, limit yourself to one carry-on size bag: 9” x 21” x 13”.

A week before your trip, pack your bag with everything you think you want to take, and carry it around for a while. Is it comfortable? Too heavy? Better to know now than later!



Theft and How to Avoid It

Remember, nearly all crimes suffered by tourists are nonviolent *and very avoidable*. Be aware of the pitfalls of traveling but relax and have fun. Limit your *vulnerability* rather than your *travels*. Leave precious valuables at home and wear your money belt or security wallet on the road. Most people in every country are on your side. If you exercise adequate discretion, aren't overly trusting, don't stick out like a bejeweled thumb, and don't put yourself into risky situations, your travels should be about as dangerous as hometown grocery shopping. Don't travel afraid. Travel wisely!



Security Wallets

Security wallets or money belts are your key to peace of mind. I never travel without one. A security wallet clips onto your belt, but inside your pants. A money belt is a small, nylon-zippered pouch that ties around the waist under your pants or skirt. You wear it completely hidden from sight, tucked in like a shirttail — over your shirt and under your pants. You can protect your fortune at a cost of only eight dollars. For convenience, I recommend the wallet.

With a [security wallet](#), all your essential documents are on you as securely and thoughtlessly as your underwear. Have you ever thought about that? Every morning you put on your underwear. You don't even think about it all day long. And every night when you undress, there it is, exactly where you left it! When you travel, your valuables are just as securely out of sight and out of mind, around your waist in a money belt. It's luxurious peace of mind.

Operate with a day's spending money in your pocket. You don't need to get at your money belt for every euro or centime. Your security wallet is your deep storage.

Purses and wallets are handy for odds and ends and a day's spending money, but you may lose them. A button-down flap or a Velcro strip sewn into your front or back pocket slows down fast fingers. People who have nothing worth stealing (cars, video cameras, jewelry, and so on) except what's in their money belt can travel virtually invulnerably.

Appendix A: Journal Grading Guidelines

The student's journal was complete (no days missing, including travel days)	5/5 pts.
The student related events/places/ideas on the tour with his education:	15/15 pts.
The journal includes the student's impressions, thoughts, and ideas, not simply a recitation of what was seen and done each day:	20/20 pts.
Creativity: The journal exhibits not only a creative, appropriate, and interesting use of rhetoric, but also drawing, sketching, original poetry, etc.	15/15 pts.
The journal includes "the personal touch," references to interactions with friends and parents on the trip. In short, even a complete journal that thoroughly records the sites seen and your thoughts and impressions can come across as "dry" and "academic" if it isn't <i>personal</i> .	5/5
Spelling/Mechanics (-.25 per error. Noted with "S/M")	5/5 pts.
TOTAL:	65/65 pts.

The journal must be turned in to the headmaster or the main office *no later than four weeks* after the students' return. (Extensions granted *for unforeseen, emergencies only*.)

The journal may be submitted electronically *but only with prior approval from Mr. McKenna, and only to meet the submission deadline*. A hard copy must be turned in thereafter, again, with prior approval from Mr. McKenna

The final journal is to be bound or in a three-ring binder: *no paperclips, please*.

The journal will be counted as a test grade in Rhetoric II.

Appendix B: The Oral Presentation

Grand Tour Oral Presentation Guidelines

What is it? Your speech is an answer to a question. The Grand Tour Oral Presentation is an exploration of some aspect of the Grand Tour that impressed or intrigued you. If someone were to ask you, *“What was the most interesting, important, or thought-provoking thing you learned or experienced on the Grand Tour?”* this presentation would be your answer.

Sentiment behind the speech: *“This idea hit me like a ton of bricks, and I had the irresistible urge to investigate it further. Now I’ll tell you about it for the next 8-12 minutes.”*

First Day of School Assignment #1: Three-source bibliography page

First Day of School Assignment #2: Outline of your speech

Bring these with you on the first day of school. Please don’t forget! Yes, they are to be typed, and the bibliography should be properly formatted.

These will be graded on the first day of school, so please don’t forget!

NB: Both will be counted as a quiz grade in Rhetoric 2 and will be assessed primarily for completion. *Please don’t start your senior year with a failing grade.* These are two easy A’s; you just have to complete them.

What should I do over the summer?

- Think about this *on the Grand Tour*.
- Use your journal and conversations to mine for ideas.
- Begin researching your topic; minimum three sources, only one of which may be an online source.
- A good idea would be to find one major/primary source that you believe epitomizes the experience for you (*How the Irish Saved Civilization*, *Brunelleschi’s Dome*, *That Fine Italian Hand*, or *The House of Medici*), then find two other sources that help solidify the integration of it into your thoughts.
- Choose an event, landmark, observation, aspect, or place on the Grand Tour that intrigued you most.
- Craft a thesis statement based on an opinion you formed by observation on your trip. Your research should help inform your opinion.
- This assignment is a speech. Write an 8-12 minute speech (generally speaking, no more than six, 12-point, double-spaced pages) about your topic, proving your thesis statement. Six pages is a ballpark estimate. Technically, the speech is to be between 8-12 minutes, and remember, a speech is not a race.
- A minimum of three sources is required, and only one may be an online source.
- Only your speech will be graded. PowerPoint can help (or it can hurt) the overall effect of your speech. Visuals of any sort will count for little toward your grade.

How do I find a topic? Good question. Keep the topic simple and narrow. For example:

- What exactly was the Delphic Oracle, and how did that work?
- Historical event location that we visited and why it impressed you.
- Monasteries in Italy.

- Icons in a specific church, e.g., St. Peter's chains in *San Pietro in Vincoli*.
- Greek food vs. Italian food.
- Greek Orthodox Church vs. Roman Catholic church, but only insofar as you directly observed both.
- A work of art that blew your mind and continues to blow peoples' minds 800+ years later.

Grand Tour Oral Presentation Heuristic: (i.e., Discovery Process)

- How does my journal help me with this topic?
- What questions were triggered in my mind by visiting this place and seeing this thing?
- What memories did I have of my Mars Hill education while I was there?
- How did going to Greece and Italy (rather than saving money and reading books about these places) help me appreciate this thing?
- Why was I bothered or intrigued by certain things?
- What are the motivations behind other cultures' choices and values?
- Is there an event or place that preoccupied my mind? Why do I think it did?
- Is there something I experienced on the Grand Tour about which I want to learn more?
- Why am I glad you went? (If you're not glad you went, why not? Be honest!)
- What do I want my classmates who also went along to learn from my insights?

Things your faculty interlocutors will be looking for:

- A topic that is properly focused. If it's too broad (e.g., *Western Civilization: An Overview*), thoughtful treatment will be unlikely in 8-12 minutes.
- A demeanor that is humble and pleasant.
- Delivery that is both formal *and* engaging. It should be polished, smooth, and use appropriate rhetorical devices. You are not leading an informal discussion, nor are you reading a paper.
- Application of your prior education. How have your classes in history, worldview, art, theology—even your *grammar classes*—prepared you for this trip and aided you in your appreciation of it? ***This connection is extremely important. Ignore it at your own peril.***
- Keep in mind that you only spent two weeks in Europe, and only in Greece and Italy at that. (And for most of you, this is your first time abroad.) Making sweeping statements about what “all Europeans” are like, or even “all Greeks/Italians,” is difficult to make *authoritatively* when your experience is so limited. This also falls under the idea of “humility” referenced above.
- Seek to fulfill the purpose of the Grand Tour. Was this just a cool school trip? Seventeen sleepovers in a row? A super fun, all-expenses paid trip with your buddies? Reflect deeply on the refrain, “This is *education*, not *vacation*.”
- Deliver a speech that is interesting in itself, without PowerPoint or other visuals.
- A clear demonstration of the fact that *you were actually there*. You can probably give a nice presentation on Michelangelo's *David* even if you've never travelled to Florence. But how is your presentation different *because you were there*?

Other things to consider:

- *Verboten* words: “Amazing, beautiful, awesome, magnificent,” etc. Use precise, careful language. You have a deep vocabulary—*use it!*
- Make sure your biblical worldview is clear. But don’t simply slap a few verses into your speech to check this box. I can tell the difference! The point of your Mars Hill education is to make you “capable of evaluating all human knowledge and experience in the light of the Scriptures.” The point is not to make this speech “Christian.” The point is for you to give it *vision* which is undeniably Christian in nature.

How will the speech be graded? (See rubric below)

The following guidelines will be used by your interlocutors. Keep this in mind as you prepare this speech:

1. Originality of Topic
2. Difficulty of Topic
3. Understanding of the Material (based in part on your response to interlocutor questions)
4. Clarity of Presentation, i.e., structure and wording
5. Creativity\Thoughtfulness
6. Enthusiasm\Posture\Gestures\etc.
7. Eye Contact\Independence from Notes
8. Integration with Trip/Christian Worldview Integration

Each point above is evaluated on a scale of 6-10 (6=failing; 10=excellent), for a total possible point range of 48-80.

In conclusion, here’s a list of what you need to be about this summer:

- Due NLT 31 July after your return: Topic Proposal approved by Mr. McKenna (via email: mike.mckenna@marshill.edu). Once your topic is approved:
- Work out a clear thesis statement based on your approved topic.
- Find three sources and read them, so that you can make good use of them in your speech (only one may be an online source).
- Work out a structural map or outline of your speech.

On (or before) the first day of school . . .

- Turn in the typed outline of your speech. Your speech must be labeled as follows:
 - LAST NAME, First Name_Speech Title_YYYY/MM/DD
- Turn in the typed, properly formatted bibliography of your sources

You will be allowed the first week of school to write the speech, though you are certainly permitted to get a head start before school starts if you want to.

You will present your speeches to Mr. McKenna, et al, the second week of school.

In conclusion

At any point from this day forward, you are free to ask me any questions, run any ideas by me, take me out for coffee to discuss your ideas in a more relaxed environment, whatever it takes to guide you to a successful and engaging presentation at the beginning of your senior year.

EVALUATION FOR SENIOR GRAND TOUR PRESENTATION

1) Originality of Topic:	10 9.5 9 8.5 8 7.5 7 6
2) Difficulty of Topic:	10 9.5 9 8.5 8 7.5 7 6
3) Understanding of Material:	10 9.5 9 8.5 8 7.5 7 6
4) Clarity of Presentation, i.e., structure and wording:	10 9.5 9 8.5 8 7.5 7 6
5) Creativity\Thoughtfulness:	10 9.5 9 8.5 8 7.5 7 6
6) Enthusiasm\Posture\Gestures\etc.	10 9.5 9 8.5 8 7.5 7 6
7) Eye Contact\Independence from Notes:	10 9.5 9 8.5 8 7.5 7 6
8) Integration with Trip:	10 9.5 9 8.5 8 7.5 7 6

Appendix C

Just Visiting: Classical Education and Travel

by George Grant

The world is a book, and those who do not travel, read only a page.

—St. Augustine (354-430)

As the Spanish proverb says, “He, who would bring home the wealth of the Indies, must carry the wealth of the Indies with him.” So it is in travelling; a man must carry knowledge with him, if he would bring home knowledge.

—Dr. Samuel Johnson (1709-1784)

According to the Latin proverb, “Travelers may change their climate but never their souls.” While it may be admitted that such a truism is essentially true, there also can be little doubt that travelers may at least change their thinking. By virtue of seeing the world – the different sights, sounds, textures, hues, and passions of cultures different than their own – affords them with a unique perspective that militates against prejudice, parochialism, and pettiness. As Mark Twain said, travel somehow “broadens the mind and softens the heart.” Often, travel serves to sunder our uninformed native preconceptions and to establish more mature perspectives.

For that reason, travel has always been a component part of a well-rounded education. The banal prejudice and narrow presumption that inevitably accompany an unexposed, inexperienced, and undiscerning existence can often be ameliorated only by the disclosure of the habits, lifestyles, rituals, celebrations, and aspirations of the peoples beyond the confines of our limited parochialism. The great Dutch patriot Groen van Prinsterer aptly commented to his students, “See the world and you’ll see it altogether differently.”

As a result, in times past, travel was seen as far more significant than just fun and games. It was for more than mere rest and relaxation. It was intended to be more than simply a vacation or a getaway. Instead, it was a vital aspect of the refined instruction in art, music, literature, architecture, politics, business, science, and divinity. It was, according to Benjamin Franklin, “the laboratory where theory meets practice, where notion encounters application.”

Travel has thus enlightened lives and perspectives throughout history. Some of the most famous books, some of the most influential perspectives, and some of the most remarkable social transformations have had their genesis in some great quest or expedition or journey or voyage – from Agamemnon in Troy and Caesar in Gaul to Marco Polo in China and Richard the Lionhearted in Outremer, from Christopher Columbus in the Caribbean and Cotton Mather in Massachusetts Bay to Charles Lindbergh in the *Spirit of St. Louis* and John Glenn in the *Shuttle Enterprise*. Just visiting has left an indelible mark upon the human experience.

From the end of the fifteenth century to the beginning of the twentieth, it was expected that all the members of high-born families, aspiring artists, poets and historians, prospective members of the diplomatic corps, and young bon vivants would undertake an extended pilgrimage to the great cities of the Western world. It was considered an essential part of a well-rounded education. Indeed, in many elite circles it was believed to be the capstone of a true classical curriculum. Many of the most eminent people in history thus set out on what became known as the Grand Tour just before they entered public life. Traveling to the great centers of culture, history, and influence, they sought to take in as much of the art, music, literature, architectural sites, historical monuments, social revelries, and culinary delights as they possibly could. Taking anywhere from just a few weeks to several months, the Grand Tour was intended to help the next generation of leaders to learn the languages, customs, and mores of far-flung lands and societies. They desired to broaden

their horizons, test the practicality of their book learning, and to deepen their social and academic awareness. It was to enable them to eventually do all they were called to do and be all they were called to be.

The long and varied history of the Grand Tour – which invariably began in London and ended in Rome with visits to Edinburgh, Paris, Venice, Florence, Vienna, Jerusalem, and innumerable other great cities along the way – includes amazing stories of such travelers as Queen Victoria, John Milton, John Ruskin, Percy Shelly, Anna Jameson, Lord Byron, Adam Smith, Thomas Hobbes, Elizabeth Barrett Browning, Joseph Addison, Charles Dickens, William Wordsworth, Emma Hamilton, William Thackeray, and Edward Lear. And the Grand Tour was not merely an English phenomenon. Americans such as Washington Irving, Julia Ward Howe, Mark Twain, Henry Adams, Stephen Crane, Harriet Beecher Stowe, Henry Cabot Lodge, and Teddy Roosevelt also traveled abroad as youngsters. It was assumed that if they were to be classically educated, they would have to be classically traveled as well.

It is not surprising then that, the modern recovery of classical education in the classroom has inevitably led to the simultaneous recovery of classical education on the road. After all, as the contemporary poet Tristan Gylberd has asserted, “If you always go where you have always gone and always do what you have always done, you will always be what you have always been.”

Additional Notes: